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ABSTRACT

The study, involving 15 Indiana high school resource room teachers, focused on three aspects of resource room programming: (1) teachers' perceptions of their roles as resource room teachers and perceived concerns regarding the provision of services to mildly handicapped adolescents; (2) role-related activities of secondary resource room teachers; and (3) the amount of academic learning time (ALT) provided within secondary resource room programs. Interviews with the resource teachers and resource room observations yielded data that indicated that, despite some common features, programs varied widely in characteristics and operation. Data are summarized for salient characteristics (such as number of students served, program components, and resource room scheduling). Among findings were that two-thirds of the programs were multicategorical; the numbers of students served ranged from 7 to 70; resource rooms could be classified into six types based on the nature of teacher activities (tutorial, prevocational, content-area, basic skills, coping skills, and consultation); tutorial services existed in 73% of the programs, but only two programs had provisions for systematic consultation with regular class teachers; and ALT data showed that target students worked independently, without any direct teacher involvement for 22% of the time. Among the 10 recommendations made were: that teacher education programs should more adequately prepare secondary school special educators; that certification should be distinct for secondary special educators; and that secondary school resource room teachers should be given more control over their schedules, caseloads, and grouping practices. Six pages of references are provided, and appendices consist of interview topics, interview documents, and sample teacher observations and category descriptions. (CL)

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An Analysis of Teacher Activities & Student Outcomes in Secondary School Resource Room Programs for Mildly Handicapped Students

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INTRODUCTION

Overview

In the last decade, the number of secondary special education programs for learners with mild learning and behavioral handicaps has grown substantially. Although many program models and descriptions are available, there have been surprisingly few attempts to systematically study the operation of these programs or to evaluate their effectiveness. Professionals have suggested that the structure of secondary schools and the needs of mildly handicapped adolescents necessitate modification of methods, models, and techniques typically used with younger populations. Yet, the lack of data has hindered the identification of appropriate practices for adolescents with mild handicaps. At best, the literature contains a body of suggestions that are based on speculation rather than empirical data.

This study is designed to partially ameliorate this data deficit by analyzing teacher activities and student behaviors within secondary school resource room programs for mildly handicapped adolescents. More specifically, this study will provide data on: (1) the activities of secondary school resource room teachers, (2) the amount of time teachers engage in each activity, (3) factors that influence service provision in the secondary school setting, and (4) academic learning time in secondary school resource room programs.

Background

Historically, the field of special education has focused its attention on the elementary school student with learning and/or behavioral problems (DeBrosse, 1977; Martin, 1972). Service delivery models have been conceptualized with the elementary school in mind, and instructional methods and materials have been developed primarily for younger learners. In contrast, special education programming at the high school level has received meager attention. Research has indicated that three to five times more special education programs exist in elementary schools than in secondary schools (Metz, 1973; Scranton & Downs, 1975). Moreover, few teacher education programs offer specialized training or field experiences for secondary school special educators (Brown & Palmer, 1977; Evans & Evans, 1983; Heller, 1981; Lerner, Evans & Meyers, 1977; Miller, Sabatino & Larsen, 1980). Some researchers have suggested that the lack of appropriate services contributes to the high dropout rates of mildly handicapped adolescents (Heller, 1981; Miller, 1975).

In recent years, the quantity and quality of special education programming at the secondary school level has attracted increasing attention. As early benefactors of special education services have advanced into secondary schools, it has become obvious that learning and behavior problems are not always cured or outgrown in elementary school (Deshler, Lowrey & Alley, 1979; Lerner et al., 1977; Wiederholt, 1978). Support for expanded secondary school special education services has come from a variety of sources, including educators, parents, and the legal mandates of P.L. 94-142. In particular, services for students with mild learning and behavioral handicaps have increased dramatically (Grill, 1978; Zigmond, 1978).

Inherent in the rapid expansion of secondary school special education is the danger that program proliferation has preceded the development of a conceptual and empirical base that is unique to the characteristics of mildly handicapped adolescents and the secondary school environment (Marsh, Gearheart & Gearheart, 1978; Miller, 1981).

Programs do not operate in a vacuum; learner and environmental variables partially shape program operation. For example, the nature of curriculum and instruction within the secondary school places increasingly complex cognitive and organizational demands on the secondary school student, and these demands may contribute to the manifestation of learning and/or behavioral problems (Goodman & Mann, 1976; Wilcox, 1970). In contrast to the child-centered orientation of elementary schools, secondary education is content-oriented and secondary school teachers are trained to be content-area specialists (Marsh et al., 1978; Reschley, 1983). Secondary school teachers may assume that learners have acquired the basic academic skills taught in grade school, as well as prerequisite content-area background (Alley & Deshler, 1979; Wiederholt, 1978). In addition, the difference between a handicapped learner's academic skills and those of his/her peers tends to increase over time, making instructional integration within the regular class program more difficult (Reschley, 1983).

Characteristics of the high school setting also limit the potential for individualized instruction or attention, as 125 or more students may pass through a teacher's door each day (Breyer Pines, & Shaw, 1975). Social and/or behavioral difficulties may be exacerbated by a variety of factors, as high schoolers must adapt to different classroom environments and teachers in addition to differing demands and expectations for behavior and performance (Bossis, 1982; Brown, 1978). Larger classes and less individualized contact between teachers and students increases the potential for alienation (McDowell & Brown, 1978; Sabatino, 1979). Moreover, students experience more unstructured time in secondary schools and are expected to function with minimal supervision (Brown, 1978).

Some research has indicated that the technology of teaching is less than optimal at the high school level. Chall (1983) notes that elementary level reading methods, curricula, and materials are far superior to those available for secondary level learners. Furthermore, the wide range of readability levels within secondary texts may contribute to reading problems (Lindsey & Kerlin, 1979). Since secondary school special educators may operate without organized departmental structures or representation on school committees, they may have limited opportunities to participate in decisions regarding materials, curriculum, and the delivery of instruction within the high school (Breyer, et al., 1975; Brown, 1978).

Yet, even when special education interests are represented in school-wide decisions, high school curricula and instruction may have little potential for revision. Curricular offerings and graduation requirements remain tied to the Carnegie unit (McDowell & Brown, 1978) and thus grade and course requirements may not be amenable to change or negotiation (Brown, 1978; Clark, 1975). The recent minimum competency testing movement may add additional constraints for both handicapped and nonhandicapped learners. If the acquisition of a diploma is interpreted to mean that a learner has acquired specific academic competencies (McCarthy, 1980), additional instructional time may be devoted to areas stressed by the test, rather than to more generalized cognitive competencies and/or vocational skills.

The issue of appropriate curricular focus is particularly salient at the high school level, as many mildly handicapped learners are in their final years of formal schooling. The importance of social prevocational, and daily living skills for the adult adjustment of handicapped students has been widely discussed (cf. Gerber & Griffin, 1983), yet it is doubtful that the general school curriculum provides comprehensive instruction in such skills. Vocational education may offer a viable alternative to the general school program, but it typically emphasizes specific vocational skills to the exclusion of the more general work habits and behaviors often needed by handicapped adolescents (Sitlington, 1981).

Furthermore, the interface between special and regular education programs may be particularly problematic at the high school level. Research has suggested that secondary school teachers have negative attitudes toward the inclusion of handicapped learners in regular education classes (Corder, 1981; Hirshoren & Burton, 1979; Stephens & Braun, 1980) and regular educators' misconceptions of special education services may be a major barrier to program implementation (McNutt & Heller, 1978). On the other hand, Breyer et al. (1975) found that special educators often were not sufficiently familiar with many aspects of the high school curriculum to be of immediate assistance to handicapped students and regular class teachers.

In summary, characteristics of the high school environment and of mildly handicapped adolescents have important implications for the provision of services to this population. Although the resource room appears to be the most prevalent model of service delivery for mildly handicapped adolescents (Goodman, 1978; Wells, Schmid, Algozzine & Maher, 1983; Wiederholt, 1974), there is widespread disagreement regarding programmatic goals (Deshler et al. 1979; Wells, et al. 1983).

Some authors have stated that resource room teachers should be content-area specialists in addition to remedial experts (Lerner et al., 1977; Marsh et al., 1978) whereas others emphasize only basic skill remediation (Goodman & Mann, 1976). The role of the resource room teacher as a behavior manager has been stressed, as a majority of mildly handicapped students experience concomitant behavior problems (Miller, 1975). Other researchers purport that the resource teacher's most important role is that of consultant and advocate (Breyer et al., 1975; McNutt & Heller, 1978; Zigmond, Silverman & Laurie, 1978). More recently, the special educator's role in career and vocational education has been stressed (Brody-Hasazi, Salembeir, & Finck, 1983; Sitlington, 1981).

The research literature offers little assistance for the resolution of these disagreements. Only a few studies have attempted to examine the actual operation of high school resource room programs and the activities of their teachers. D'Alonzo and Wiseman (1978) administered a questionnaire to 134 high school LD resource room teachers and found few similarities among respondents regarding the nature and frequency of their present instructional activities. However, the majority of the teachers agreed that their role should include more consultation and joint planning with regular educators, desired some involvement with career/vocational education, and wanted more systematic contact with parents. The 87 teachers in Brozovich and Kotting's (1984) study agreed that increased vocational training and work-study opportunities for students were desirable. However, the research reported by Wells et al. (1983) presents discrepent findings. In this study, questionnaire data were collected from 754 junior and senior high school LD resource room teachers, and these respondents ranked remediation and development of basic academic skills as their most important role, whereas consulting with regular educators and the development of career/vocational skills were ranked as relatively unimportant.

The three studies described above were limited by their reliance on unverified self-report data to determine resource room teacher activities. No direct observational studies of secondary school resource room teachers have appeared in the literature, despite the obvious benefits of observation for understanding the complexities of resource room settings and for guiding more efficacious program planning

Even more disconcerting is the lack of studies that attempt to validate the effectiveness of programs for mildly handicapped adolescents (Hauser, 1978; Miller, 1981). The difficulties inherent in determining appropriate variables for evaluating efficacy and in designing methods for measuring those variables have undoubtedly contributed to the lack of data. Recent investigations of academic learning time (ALT) offer a promising methodology for the evaluation of instructional activities within secondary school resource room programs ALT consists of three components: (1) the amount of time allocated to instruction, (2) the amount of time students are actually engaged in academic activities, and (3) the amount of time that students complete academic activities with high success ALT is highly correlated with academic achievement in regular education classes (e g Fisher Berliner, Filby, & Marliave, Cohen, Deshaw & Moore. 1978; Lomax & Cooley, 1979) and in special education service delivery systems (Rieth & Frick, 1984). However, the majority of existing ALT studies have been conducted with elementary school students. The provision of ALT in secondary school programs and its potential for evaluating the efficacy of secondary school special education programs awaits exploration.

In summary, the lack of a solid data base has hindered decisions about appropriate programming for mildly handicapped adolescents. Miller (1981) has termed this "dearth of data" a "crisis in appropriate education" and Grill (1978) suggests that the development of secondary school special education programming has offered "another opportunity to embarrass ourselves professionally". Although elementary and secondary education undoubtedly share many common features, the indiscriminate transfer of data, models, and conceptualizations from the elementary to secondary level is unwarranted. Rather, secondary special education requires a re-evaluation of many practices, in light of data that are unique to adolescents and secondary school settings. Without these data, program development will continue to be based on supposition (Zigmond et al., 1978).

Research Objectives

This study was designed to partially ameliorate the existing data deficit by collecting pertinent information about secondary school resource room programs. The resource room was chosen as the setting for this study because of its prevalence as a service delivery model for mildly handicapped adolescents (Goodman, 1978; Wells et al. 1983). The study focused on three related aspects of resource room programming

1) Teachers' perceptions of their role as resource room teachers and perceived issues and concerns regarding the provision of services to mildly handicapped adolescents.

2) The role-related activities of secondary school resource room teachers, including the amount of time teachers devote to specific activities.

3) The amount of ALT provided within secondary school resource room programs.

Data collection and data analysis activities sought to answer a series of research questions that included the following:

1) What are the typical activities of secondary school resource room teachers?

2) What are resource room teachers' goals for their program and how do teachers evaluate the attainment of these goals?

3) How much time do resource room teachers devote to role-related activities and how important to teachers is each of these activities?

4) What factors in the secondary school setting influence the operation of resource room programs (e.g. administrative support, attitudes of regular class teachers, student characteristics).

5) How satisfied are teachers with their resource room programs and with their jobs as secondary school resource room teachers?

6) How much variability exists in the nature of resource room programming and resource room teacher activities within secondary schools?

7) How much ALT is provided in secondary school resource room programs?

8) How does the amount of ALT provided in secondary school resource room programs compare to ALT provided in elementary school special education settings?

This study was considered preliminary in nature, and was designed to collect detailed descriptive data on the perceptions and practices of a small sample of secondary school resource room teachers. Given the paucity of prior research, it was considered critical to identify as many pertinent variables as possible in this study, rather than to prematurely focus on a limited number of variables with unknown utility. Future research efforts can utilize the findings of this study to collect additional data with a larger sample of teachers and/or students and to explore more specific relationships among variables.

Methods

METHOD

Overview

Interviews with secondary school resource room teachers and observations in secondary school resource room classes were used to collect data for this study. Unstructured interviews were used to investigate teachers' perceptions of their role and perceived influences on service provision and to explore issues and concerns regarding secondary school resource room programming. Teacher observations were then conducted to supplement interview data and to quantify the relative percentages of time that teachers devote to various activities. ALT was measured using a modified version of the Academic Learning Time Observation System (ALTOS) (Frick & Rieth, 1981), which permitted the classification and quantification of specific student and teacher behaviors during academic activities in the resource room.

Sample Description

Teachers

Fifteen Indiana high school resource room teachers participated in this study. For the purposes of this project, a resource room was defined as a special education program in which students are enrolled for less that 50% of the school day. At the onset of the project a list of high school resource room teachers was generated by contacting faculty in the Special Education department at Indiana University and special education directors in South-Central Indiana. Approximately 30 teachers were identified and preliminary information was collected on teacher demographics (number of years of teaching experience, number of years in present position), school demographics (size of school, type of community, i.e. rural, suburban, urban) and characteristics of resource room programs. This preliminary investigation indicated that the programs contacted could be classified into six types, based on the nature of teacher activities within the program:

1) tutorial - teacher supports and supplements regular class activities by assisting students with assignments and helping them study for tests.

2) pre-vocational - teacher provides instruction in functional/daily living skills and work habits/attitudes. Teacher may also supervise and evaluate work study placements.

3) content-area classes - teacher provides initial instruction in content area subjects such as Basic English, General Math, Biology, or Economics.

4) basic skills - teacher provides instruction in basic skills, including remedial reading and math; often emphasizing the application of these skills to functional or real-life situations (e.g., balancing a checkbook, reading a newspaper).

5) coping skills - teacher provides formal instruction or systematic support to students to help them cope with school demands, interpersonal relations, and personal problems.

6) consultation - teacher provides formal and systematic support to regular class teachers who are instructing mildly handicapped students within the regular class.

Most often, resource room programs consisted of a combination of the above program types, e.g., a program included both tutorial services and content-area classes or basic skills instruction and consultation.

In choosing 15 teachers for the study, it was considered important to represent the above six program types within the sample. An attempt was also made to represent teachers with varying amounts of teaching experience (cumulative and in their present position) and to represent various sized schools. Thus, the sampling strategy was not random; rather teachers were purposefully sampled (Glaser & Strauss, 1967) to represent a range of program, school, and teacher characteristics.

After interviews were conducted with the sample of 15 teachers, a sub-sample of seven teachers was chosen for observation. Once again, the primary determinant in choosing observational participants was the nature of their resource room program, and five of the six program types described above were represented in the sub-sample. Two of the observed teachers were from the same resource room program (teachers 5 and 15). It was decided to include both these teachers after observing differences in their instructional goals and teaching styles, despite the fact that they taught in the same program. It was hoped that this choice would yield information regarding the influence of individual teacher characteristics on program operation. Thus, six different resource room programs were observed in the course of this study.

Table 1 presents demographic information for the teacher participants. Thirteen of the 15 teachers were female, and 12 of the 15 teachers had attained a Masters degree. Total years teaching experience for the sample ranged from 3.5 to 15 years with a mean of 8 years and years in present position ranged from 1 to 10, with a mean of 3.2 years. On the average, the sample of observed teachers[1] had more teaching experience than interviewed teachers ($\overline{x}$=8.9 vs. $\overline{x}$=7.3), but the observed teachers had been employed in their present position for a shorter period of time ($\overline{x}$=3.9 vs. $\overline{x}$=2.4). The two sub-samples were similar on all other characteristics.

[1] In subsequent tables and discussions, the eight teachers who were interviewed only are referred to as "interviewed teachers" and the seven teachers who were interviewed and observed are referred to as "observed teachers".

Table 1

Teacher Characteristics

Teacher Number	Teacher Sex	Teacher's Degree	Total Years Teaching Experience	Years in Present Position
Interviewed teachers:				
1.	F	Masters	3.5	2
4.	F	Masters	10	2
7.	F	Masters	10	10
8.	F	Bachelors	4	2
9.	F	Bachelors	4	2
10.	F	Masters	11	6
11.	F	Masters	10	4
14.	M	Masters	6	3
			$\overline{X} = 7.3$	$\overline{X} = 3.9$
Observed teachers:				
2.	F	Masters	9	1
3.	M	Bachelors	4	1
5.	F	Masters	5	3
6.	F	Masters	10	4
12.	F	Masters	13	2
13.	F	Masters	15	4
15.	F	Masters	6	2
			$\overline{X} = 8.9$	$\overline{X} = 2.4$
All Teachers:			$\overline{X} = 8$	$\overline{X} = 3.2$

Target Students

ALT data were collected with a sample of mildly handicapped adolescents who attended the six resource room programs under observation. For the purposes of this study, a mildly handicapped adolescent was defined as a junior or senior high school student who attended a special education program for less than 50% of his/her school day and was classified by the school system as either learning disabled (LD), emotionally handicapped/behavior disordered (EH), or mildly mentally handicapped (MMH).

Three students were chosen at random as "target students" to be observed in each of the six resource rooms, for a total of 18 target students. Table 2 describes demographic characteristics of the target students. Fourteen of the students were diagnosed as LD, three as MMH and one as EH. The mean age of the target student sample was 15.6 years and 14 students were males.

Interviews

Instrumentation

Unstructured interviews were used to collect data on teachers' role activities, their perceptions of these activities, and issues and concerns regarding the provision of services to mildly handicapped adolescents. The unstructured format allowed categories of activities and issues to emerge from teachers' own experiences in secondary school resource rooms and permitted the investigator to probe activities, issues, and concerns in detail. Guba and Lincoln (1981) have described the format for the unstructured interview as:

> "open-ended questions which permit a free response from the subject rather than one limited by stated alternatives or implied boundaries. The distinguishing characteristic of open-ended

Table 2

Target Student Characteristics

Target Student	Sex	Age	Grade	Diagnosed Handicap
1	M	15	9	LD*
2	M	17	10	LD
3	M	15	9	LD
4	M	15	9	LD
5	F	16	11	LD
6	M	16	10	LD
7	M	16	10	LD
8	M	14	9	LD
9	M	16	11	LD
10	M	17	10	MMH*
11	M	17	11	LD
12	F	17	10	LD
13	M	16	10	LD
14	M	18	11	LD
15	F	17	11	MMH
16	F	13	8	LD
17	M	13	7	MMH
18	M	12	7	EH*

$\overline{x}$ age=15.6 $\overline{x}$ grade=9.6

*LD - learning disabled

*MMH - mildly mentally handicapped

*EH - emotionally handicapped/behavior disordered

> questions is that they raise an issue but do not provide or suggest any structure for the respondent's reply; the respondent is given the opportunity to respond in his own terms, and to respond from or create his own frame of reference" (p. 177).

A list of interview topics was developed to guide the conduct of the 15 initial interviews, and this list is provided in Appendix A. However, interview questions were modified and supplemented throughout the study, as respondents suggested additional topics of interest and as analysis indicated salient topics for further study.

Each of the seven observed teachers was interviewed on multiple occasions. Informal interviews often took place before or after an observational session in an individual teacher's class, as the researcher questioned the teacher about the day's activities or the teacher volunteered information about issues, concerns, perceptions, or daily activities. These informal interviews were an invaluable tool for supplementing and extending the data collected in initial interviews and for enhancing interpretations of teacher behavior.

Exit interviews, conducted with each of the seven observed teachers, served two purposes. First, exit interviews supplemented and extended the data collected in initial interviews and informal interviews. Teachers were asked additional questions about their activities and factors influencing these activities, including individual philosophies and goals. Second, exit interviews served as member checks (Guba & Lincoln, 1981). Each teacher was presented with preliminary findings regarding his/her program, based on interview data and teacher observations, and was asked to comment on the reasonableness and accuracy of the interpretations and conclusions. A list of questions was developed to guide each exit interview and a sample of the questions used in one of the seven exit interviews is provided in Appendix A.

Data Collection

Initial interviews were conducted with each of the 15 teacher participants from December 1982 through February 1983. These took place at the teacher's convenience, usually in his/her classroom. Each interview lasted approximately one hour and was audiotaped.

Informal interviews were restricted to non-instructional periods of the school day, as the principle investigator discouraged all interaction between herself and the teacher while students were in the classroom (in an attempt to remain as unobtrusive and nondisruptive as possible). Informal interviews were most often spontaneous and were later recorded in field notes.

Exit interviews were conducted during April and May 1983, at the conclusion of all observational sessions within a teacher's program. These interviews typically took 45 minutes to one hour and were audiotaped.

Data analysis

Analysis of interview data was guided by the constant comparative method (Glaser, 1978; Glaser & Strauss, 1967). This process involved 4 levels of data analysis activity. Prior to analysis, all interviews were transcribed from audiotapes. Interview data for each individual teacher were then compiled and arranged in sequential order by date of interview, as multiple documents existed for observed teachers (including an initial interview, a series of field notes that contained the content of informal interviews, and an exit interview).

The first level of analysis began with the partitioning of the narrative interview documents into units of data. A unit consisted of a phrase, sentence, or paragraph that contained one complete thought. Each unit of data was bracketed and labeled with a number on the interview document. Whenever a new thought or idea was expressed in the interview, a new unit of data was noted by drawing a bracket and assigning a number to that unit. Examples of units of data from one interview are:

> 2.62 He (LD student) has to have somebody that's willing to sit and be very patient, and we've had a lot of discussion about how she (math teacher) treats him in class, how she's not willing to explain things. And she's told me on his progress report that he needs to learn to ask questions more quickly.
>
> 2.13 The 9th grade just came to the high school last year, and many of these students were in a self-contained class in middle school. Now they're thrown into a school that has 3700 kids. They have to work with 4 or 5 teachers, plus me. It's a gigantic adjustment.
>
> 2.130 They (the students) don't think about tomorrow, you know, we're always working for getting it done for today. We're always a day behind.

The partitioning of interview documents yielded from 26 (teacher 4) to 179 (teacher 2) units of data per teacher. More units of data were available for observed teachers, as they were interviewed on multiple occasions.

The second level of analysis involved the categorization of data units. As described by Glaser and Strauss (1967):

> "each unit of data is coded into as many categories of analysis as possible, as categories emerge or as data emerge that fit an existing category" (p. 105).

Each unit of data was assigned a category label that described the intent or the meaning of that unit of data. For example, the unit of data 2.62 presented above, was categorized as "regular class teachers often misunderstand the needs and characteristics of LD students". When other units of data were encountered that suggested a similar meaning, they were also placed in this category. As an illustration, the category "regular class teachers often misunderstand the needs and characteristics of LD students" included the following units of data:

> 2.62 He (LD student) has to have somebody that's willing to sit and be very patient, and we've had a lot of discussion about how she treats him in class, how she's not willing to explain things. And she's told me on his progress report that he needs to learn to ask questions more quickly.
>
> 2.73 a student who has difficulty copying and attending simultaneously is accused of being inattentive.
>
> 2.158 the Health teacher requires students to write answers to oral questions on Health tests, and this taxes one student's memory.
>
> 2.39 Teachers may not let students use fact sheets in math. They have a hard time understanding why students haven't yet learned their math facts.

For each teacher, the categorization process yielded a document containing a list of categories and all units of data for each category.

In the third level of the analysis process, the categories derived during level 2 analysis were hierarchically arranged. Each category was grouped with other categories that described similar events or perceptions, and a sub-topical label was given to each group of categories. Sub-topics were then grouped under 15 topical headings that were common to all interviews. This hierarchical arrangement reflected the relation of categories to each other, and produced a common classificatory scheme (included in Appendix B) that was then applied across teachers. For example, the category presented above "regular class teachers often misunderstand the needs and characteristics of LD students" was categorized under the sub-topic, "regular class teachers' perceptions of LD students". Other categories subsumed by this sub-topic were:

> 2. LD students often appear to be similar to other low achievers, therefore teachers find it difficult to give them special treatment.
>
> 3. Once a student is formally labeled and placed, regular class teachers may be too lenient on him/her.

The sub-topic "regular class teachers' perceptions of LD students" was included under the topic "interface between regular and special education". The sub-topics subsumed by this topic were:

A. Resource room teacher's role in the instructional process.

B. Responsibility of regular class teacher.

C. Methods/instruction in the regular class.

D. Regular class teachers' perceptions of LD students.

E. Lack of training for regular class teachers.

F. Cooperation.

G. Consultation.

H. Monitoring of student performance.

I. Regular class teachers' perceptions of
   resource room programming.

The data were then analyzed for patterns within each teacher's responses, including the relation between sub-topics and changes in a teacher's opinions and perceptions over time. Appendix B contains a sample of one teacher's documents from each of the three levels described above.

After the interview documents for each individual teacher had been analyzed, the fourth level of analysis was initiated to aggregate results. This involved comparing interview data across teachers for each of the 15 topics generated in the preceding level of analysis. All data classified under a specific topic were examined, the number of teachers expressing a particular opinion or raising a similar issue was noted, and a narrative description of responses was prepared.

Teacher Observations

Observations of seven teachers in six different resource room programs were conducted to supplement and extend interview findings and to collect specific data on the amount of time teachers devote to role-related activities. Each teacher was asked to choose days that were most representative of his/her usual schedule of activities and observations were made on these representative days between February and May, 1983. Table 3 presents information regarding the quantity of observational data collected for each classroom. Each teacher was observed on five to six separate days, and a mean of 10.2 hours of observational data was collected per class. The number of observations conducted in each class varied, due to scheduling conflicts and unforseen circumstances (e.g., assemblies, snow days).

Table 3

Teacher Observations

Teacher Number	Hours of data collected	Days of Observation
2	5	11.4
3	5	7.6
5	6	8.2
6	6	13.3
12	6	10.8
13	6	11.7
15	5	8.5
TOTAL	39	71.5
MEAN	5.6	10.2

During the observational session, data were collected on all the resource room teacher's activities. A narrative description of the teacher's behavior was recorded at one-minute intervals during the observational session. This description included information about the teacher's specific activity at the sampling moment, with whom he/she was interacting, and any background information necessary for understanding the nature and purpose of the teacher's activity. A sample teacher observation is included in Appendix C.

The narrative records of observational sessions were then analyzed to produce a set of 17 categories that described the observed activities. These categories were:

1. Instruction on a regular class assignment - Teacher provides assistance or instruction to a student to help him/her learn information from a regular class assignment and/or to help him/her complete an assignment from the regular class.

2. Instruction on a resource room assignment - Teacher conducts a lesson in the resource room that he/she has planned, or teacher provides assistance or instruction to a student to help him/her learn information from or complete an assignment given in the resource room.

In categories 1 and 2 above, instructional activities include providing directions about how to complete an assignment; providing explanations and demonstrations; asking questions; probing students for more information; correcting students' work; providing a student with feedback on his/her performance on an assignment; lecturing; presenting a film, audiotape/record, or computer-based instructional lesson; watching a student as he/she works; and listening to a student's explanation/question/discussion of an assignment. The two categories are distinguished by the origination of the lesson/assignment (regular class or resource room).

3. Assistance in studying for regular class test - Teacher helps a student to study for a test that will be given in his/her regular class. This includes providing student with examples/explanations of material to be covered on a test, orally quizzing the student about material to be covered on a test, or giving the student a practice test.

4. Administers regular class test - Teacher assists a student as he/she takes a test from his/her regular class. This includes reading test questions, providing explanations of test questions, explaining test directions, writing responses to test questions as dictated by the student, and checking a student's work on the test.

5. Preparation - Any activity that is a precursor to instruction; activities that the teacher must engage in before he/she can instruct the student.

6. Procedural/Scheduling - Routine classroom or administrative tasks such as writing passes, reminding students of classroom rules or procedures, rearra ing classroom furniture, telling students where to sit in the classroom, taking attendance, listening to/giving daily announcements, discussing a student's schedule, reminding a student what time he/she has to attend a class/activity, arranging a student's schedule.

7. Counseling/affective development - Structured lessons/activities and informal activities/discussions related to the following: interpersonal or social skills, affective and personality development, personal problems, career development, feelings/emotions, personal experiences, decision-making, general behavior and attitudes in class, at school, or at home.

8. Behavioral management/feedback - A comment, direction, or command by the teacher to a student/(s) that is related to a specific behavior of that student in the present context.

9. Regular class monitoring - Discussion or other interaction with a student regarding his performance, assignments, or behavior in the regular classroom or expectations for that behavior/performance. This classification does not include instruction related to the substance of a regular class assignment or test.

10. Teacher contact - Interaction with administrators, regular classroom teachers, or other school personnel that is related to a student's academic performance or behavior in the regular classroom or in the school in general, or interaction with another teacher related to assignments/expectations in the regular classroom.

11. Parent contact - Any interaction with parents of a resource room student. This includes face-to-face contact, conversations over the telephone, or written correspondence.

12. Assessment - Administering standardized tests for the purpose of obtaining diagnostic/perscriptive data on a student or assessing a student for case conference or annual case reviews. This classification does not include test administration for instructional purposes (e.g. end of chapter test, weekly spelling test, math test from regular class).

13. Recordkeeping - Writing, recording, or storing information related to a student's behavior, academic performance, or school activitites.

14. Extracurricular - Activities related to an organized extracurricular activity in which the teacher is involved (i.e. coaches, directs, assists with in any manner).

15. Miscellaneous - Activities that do not fit into other categories such as a general discussions and conversations about events and remarks/comments/discussions that are unrelated to an instructional activity or a student's assignment or performance. Miscellaneous activities are distinguished from counseling/affective development activities by their lack of purpose, that is, the teacher seems to have no explicit purpose in mind during miscellaneous activities.

16. Talks to observer - Any interaction with or reference to the observer, on the part of a student or teacher. This classification includes comments that the teacher makes to the observer and comments or questions that students ask the teacher about the observer.

17. Can't tell - It is impossible to determine the nature of the teacher's activity or there is no information provided about the teacher's activity at the sampling interval

A more complete description of each category and examples of activities within each category is provided in Appendix C.

One of the above 17 codes was assigned to each minute of observational data. Inter-rater agreement was established by having an independent coder analyze data from 10 observational sessions and 90% agreement was obtained. The coded observational data were then tabulated to describe the percentage of time that each teacher was observed to engaged in each of the 17 activities, and averages across teachers were computed

ALT Observations

ALT data were collected in six resource room programs with a modified version of the Academic Learning Time Observational System (ALTOS) (Frick & Rieth, 1981). ALTOS permits the collection of descriptive data about the classroom environment (e.g. class size target student, instructor) and time allocated to different activities in the classroom (e.g.. language arts, math. science). In addition. point time-sampling data are collected at one-minute intervals regarding three classifications of target student and teacher behaviors First, student behaviors are coded as one the following: engaged written, engaged oral, engaged covert, engaged with directions. not engaged - interim, not engaged - waiting, and not engaged - off-task. Teacher behaviors are coded as: explanation based on need, planned explanation. academic monitoring, academic feedback, academic questioning. structuring/directing, task engagement feedback, and null. Finally, the focus of the teacher's move is coded. A more complete description of the ALTOS and the coding forms used to collect data are contained in the following pages.

The original ALTOS instrument also requires the observer to judge task success for the target student. However, pilot observations prior to ALT data collection in the present study indicated that it was difficult to accurately judge task success in the high school resource room setting, as students often worked independently on assignments from their regular class. Therefore, data regarding task success were not included in this study.

ALT data were collected for three randomly chosen target students from the each of the six program under observation. for a total of 18 students. Students were observed as they participated in activities that involved reading and/or mathematics skills, including the completion of assignments from the regular class that involved reading and mathematics. Typically, one target student was observed per class session and observations of each student were scheduled on three or more separate days. However, due to inconsistent student attendance at school and in the resource room and to a great deal of variability in the occurrence of reading and/or mathematics activities across programs, the amount of ALT data obtained varied widely from 1.3 to 8.3 hours per

(*Complete this sheet for each teacher/classroom target student goes to*)

ALTOS IDENTIFICATION SHEET

Date: ☐☐☐☐☐☐

Current Time: ☐ : ☐

ID INFORMATION

Observer: ____________________ ID# ☐☐

Teacher: ____________________ ID# ☐☐

Target Student: ____________________ ID# ☐☐

Class Type: { 1 = Regular 3 = Self-Contained 2 = Resource 4 = Other ________ } ☐

Class Size Today ☐☐

COMMENTS

General Comments: ____________________

REMINDERS

CATEGORIES FOR REAL-TIME CODING OF TARGET STUDENT, INSTRUCTOR AND FOCUS

1. Classification: Learner Moves (for target student, and only coded in Math and Reading)

Categories:

EW.	Engaged - Written Response
EO.	Engaged - Oral Response
EC.	Engaged - Covert Response
ED.	Engaged - With Directions About Task
NI.	Non-Engaged - Interim
NW.	Non-Engaged - Wait
NO.	Non-Engaged - Off-task

Priority Hierarchy

1. EO, EW
2. EC
3. ED
4. NI, NW, NO

2. Classification: Instructor Moves (only coded when instructional move is relevant to target student in math and reading)

Categories:

AM.	Academic Observational Monitoring
AF.	Academic Feedback
AQ.	Academic Questioning
XN.	Explanation - Need
XP.	Explanation - Planned
SD.	Structuring/Directing
TF.	Task Engagement Feedback
NU.	Null

Priority Hierarchy

1. XN
2. XP
3. AF, AQ
4. AM
5. SD
6. TF
7. NU

3. Classification: Focus of Instructor Move

Categories:

TS.	Target Student
GR.	Group (of which Target Student is a member)
NU.	Null

(Complete this sheet for each activity--do not include transition time)

ALTOS
EDUCATIONAL ACTIVITY SHEET

TIME STARTED: ☐ :

SETTING

Number of students engaged in same activity as TS, including TS ☐☐

TS Pacing { 1 = SELF-PACED
2 = OTHER PACED } ☐

TARGET STUDENT

Describe the major task(s) that the TS does in this activity: ________

____

____

____

____

____

____

Predominant TS Activity: (Use more than one code, if necessary) ☐☐☐

1 = ORAL READING	4 = LISTENING
2 = SILENT READING	5 = DISCUSSING
3 = RECITING	6 = WRITING

7 = OTHER ________

Task Difficulty for TS: { 1 = EASY 2 = MEDIUM 3 = HARD } ☐

TEACHER

TS Instructor: ☐

1 = TEACHER	4 = SELF-INSTRUCTIONAL MATERIALS
2 = PEER (TUTOR)	5 = TEACHING MACHINE/TUTOR (A/V)
3 = AIDE (ADULT)	6 = NO INSTRUCTOR

Describe the major task(s) that the instructor does in this activity:

____

____

____

____

____

____

Predominant Instructor Activity with TS: (Use more than one code, if necessary) ☐☐☐

1 = LECTURING	4 = MODELING/DEMO
2 = DISCUSSING	5 = TESTING
3 = PROMPTING	6 = SUPERVISING

7 = OTHER ________

(OVER)

DON'T FORGET TO COMPLETE OTHER SIDE!

CURRICULUM

Content (Curriculum Subject Matter):

PRIMARY ☐☐

SECONDARY ☐☐

Note: Use SECONDARY for coding reading/math only when PRIMARY is some other subject matter (e.g., science, social studies) that requires TS reading/math related tasks.

Reading: 10. Decoding/Phonics
11. Word Structure
12. Word Meaning
13. Comprehension
14. Reading Practice
15. Spelling
16. Grammar
17. Composition/Creative Writing
18. Reading Related - Other
19. Reading Below Test Level

Math: 20. Addition/Subtraction (No Regrouping)
21. Addition/Subtraction (With Regrouping)
22. Computational Transfer
23. Place Value/Numerals
24. Multiplication
25. Division
26. Fractions/Decimals
27. Spatial Application
28. Verbal Application (Word Problems)
29. Math Related - Other
30. Math Below Test Level

Other Academic: 40. Physical/Biological Sciences
41. Social Sciences
42. Foreign Language

Non-Academic: 50. Art
51. Music
52. Technological Arts
53. Physical Education (Supervised)
54. Perceptual Development
55. Management/Procedural
56. Recreation/Break
57. Personal Experiences/Feelings
58. Other ____________________

Describe the content and curriculum materials used by TS in this activity:

____

____

____

____

____

Time Stopped: ☐ :

DON'T FORGET TO COMPLETE OTHER SIDE!

(Code only in reading/ math related tasks)

Side 1

ALTOS
REAL-TIME CODING SHEET

TIME	1. LEARNER MOVES	INSTRUCTOR		NOTES	
		2. MOVES	3. FOCUS		
:					1
:					2
:					3
:					4
:					5
:					6
:					7
:					8
:					9
:					10
:					11
:					12
:					13
:					14
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:					32
:					33
:					34

Description of The Academic Learning Time Observational System

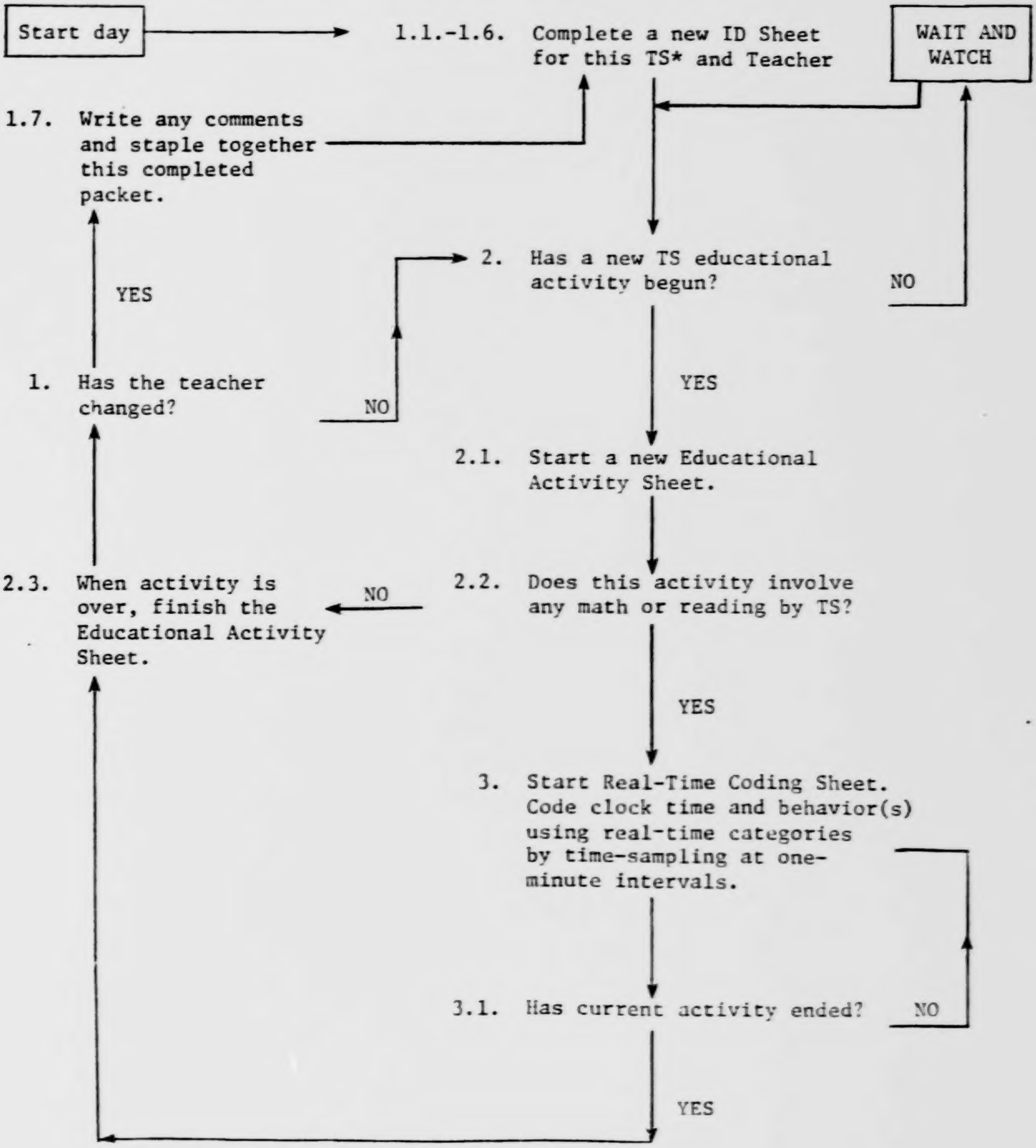
The Academic Learning Time Observation System (ALTOS) was adopted from that developed by Marliave, Fisher, Filby and Dishaw, (1977) in the Beginning Teacher Evaluation Study (BTES). The BTES categories and coding procedures, while similar in nature to many others considered by the CITH staff, were chosen primarily because they would allow direct comparison of results in this study to those in the BETS study of normal children in elementary classrooms. However, general coding procedures on ALTOS were modified and categories were added to reflect variables of unique importance to special education settings. In addition, ALTOS was designed for tracking a single target student for an entire school day. Since mildly handicapped students often follow individually different schedules, it was considered logistically impractical for a single observer to code more than one target student (TS) at the same time during an entire school day.

The basic coder decision-making procedure in using ALTOS is outlined in Schema 1. As the observer codes, s/he constructs a booklet consisting of three different kinds of coding forms, representing a day of observation of a single target student (TS): 1) Identification sheet, which is completed whenever the TS changes teachers and/or settings; 2) Educational activity sheet, which is completed for each different activity in which TS is supposed to be engaged; and 3) Real-time coding sheet, which is completed for every activity which requires the TS to perform reading or math related tasks.

ALTOS identification sheet. This form is completed by the observer every time there was a teacher/classroom change for the TS. On this sheet identification data are recorded which include date, observer name and number, teacher name and number, target student (TS) name and number, class type (regular, resource, self-contained, other) and class size. These data serve to identify

Schema 1

Coder Decision Making


Start day
1.1.-1.6. Complete a new ID Sheet for this TS* and Teacher
WAIT AND WATCH
1.7. Write any comments and staple together this completed packet.
2. Has a new TS educational activity begun?
NO
YES
1. Has the teacher changed?
NO
YES
2.1. Start a new Educational Activity Sheet.
2.3. When activity is over, finish the Educational Activity Sheet.
NO
2.2. Does this activity involve any math or reading by TS?
YES
3. Start Real-Time Coding Sheet. Code clock time and behavior(s) using real-time categories by time-sampling at one-minute intervals.
3.1. Has current activity ended?
NO
YES

to whom the following educational activity and real-time coding sheets were relevant.

ALTOS educational activity sheet. This form is completed for each separate educational activity that is allocated for or selected by the TS, excluding transitions. Each activity is defined by a change in the curriculum content and/or setting. Here the observer records the time at which the activity actually begins, the number of students engaged in the same activity as the TS, the TS pacing (self- or other-paced), predominate TS activity(ies) (oral reading, silent reading, reciting, listening, discussing, writing, other), task difficulty for TS (easy, medium, hard), the TS instructor (teacher, peer, aide, self-instructional materials, teaching machine/tutor, or no instructor), predominate instructor activity(ies) with the TS (lecturing, discussing, prompting, modeling/demonstrating, testing, supervising), the curriculum content (e.g., decoding/phonics, word meaning, reading practice, comprehension, addition/subtraction with regrouping, computational transfer, fractions/decimals, word problems, science, art, physical education, recreational/break, management/procedural, etc.), and time at which the activity actually terminated. Allocated time for various math, reading and other academic activities is calculated post hoc by subtracting time started from time stopped, and transition time (between activities) is also determined. In addition, observers are required to describe in their own words the major tasks performed by the TS and instructor in the activity, as well as characterize the curriculum content and materials used.

ALTOS real-time coding sheet. This is used by the observer, in addition to the educational activity sheet, for each activity which requires the TS to perform any reading or math tasks. The purpose of real-time coding is to obtain estimates of TS engagement time and types of instructional behaviors available to TS. To do this, a point time sampling plan at one-minute intervals was incorporated. Once a minute, the observer codes the current TS move, instructor move, and instructor focus. The BTES categories for student and teacher moves and focus were used for coding at the sampling moments. Brief descriptions of each category are provided below.

Target Student Moves

ENGAGED WRITTEN: TS is overtly and non-orally attending to the substance of a reading or math task (e.g., writing, manipulating objects, using calculator, typing on computer).

ENGAGED ORAL: TS is overtly and orally attending to the substance of a reading/math task (e.g., asking or answering question, commenting, presenting oral report, reading aloud).

ENGAGED COVERT: TS is covertly attending to the substance of a reading/math task (e.g., listening, watching, "thinking").

ENGAGED WITH DIRECTIONS: TS is attending to the structure (goals) or directions of a math/reading task (mode of engagement not coded--e.g., listening to directions or reading directions are both coded the same).

NOT ENGAGED INTERIM: TS is not attending to the substance or directions of a math/reading task, but is doing something peripheral to that task (e.g., sharpening pencil, passing in papers, finding supplies needed).

NOT ENGAGED WAIT: TS is not attending to the substance or directions of a math/reading task because s/he is waiting on someone or something else in order to continue the task (e.g., hand raised for teacher help, standing in line to get paper graded, interruption of class by special announcement on intercom).

NOT ENGAGED OFF-TASK: TS is not attending to the substance or directions of a math/reading task, nor not engaged interim, nor not engaged wait (e.g., talking to neighbor, arguing, fighting, daydreaming, staring out window, sleeping, wandering around room).

Instructor Moves

ACADEMIC MONITORING: Instructor is directly observing how well TS (or someone else in the group including TS) is doing on a reading/math task but makes no other remarks (e.g., teacher looks over student's shoulder as s/he works, watches students work problems on board, listens to oral book report).

ACADEMIC FEEDBACK: Instructor informs TS or group including TS whether a student reading/math response is correct or incorrect. No additional explanation is provided (e.g., "That's right.", "No.", TS looks at instructor marks on test or worksheet, another student or the instructor reads aloud while TS reads the same text silently.)

ACADEMIC QUESTION: Instructor solicits a reading/math related response from TS or another student in the group which includes TS (e.g., "3 plus 5 equals?", "What is the capital of Indiana?", "Summarize the main points of the story.", instructor shows flash card and waits for a response).

EXPLANATION BASED ON STUDENT NEED: Instructor provides a statement concerning the substance of a math/reading task because one or more students are having difficulty or need immediate assistance. Statement is not about structure or directions of task (e.g., "The reason your answer was not right is that I think you forgot to borrow when you subtracted.", "The word 'anticipate' means...(in response to student question)", "Everybody, listen. A number of you are having difficulty with these problems because you are not placing your decimal points in the right places. Remember, when you multiply decimals, the answer must have as many digits to the right of the decimal...").

PLANNED EXPLANATION: Instructor provides a statement concerning the substance of a reading/math task. Statement is not about directions to or structure of task, nor in response to an immediate student need or difficulty with the task (e.g., oecturing, modeling, demonstrating, etc.). No student response is expected, other than attending to the explanation.

STRUCTURING/DIRECTING: Instructor structures or gives directions for a math/reading task. Does not involve the substance of the task itself (e.g., "Do the first 5 problems on page 22 in your math book.", "The reason we're doing this activity is so you will know if you receive the correct amount of change when you pay for something at the store.").

TASK ENGAGEMENT FEEDBACK: Instructor comments on student engagement or non-engagement, but not about the substance or directions of a reading/math task (e.g., "I'm glad to see you're working so hard.", "Pay attention.", "Quiet, get back to work...", etc.).

FOCUS OF INSTRUCTOR MOVE

TARGET STUDENT: Instructor move is directed specifically to the target student.

GROUP: Instructor move is directed to someone other than the target student in the group which includes TS, or to the group as a whole.

NULL: Instructor move is not relevant to the TS move coded for that event or it is not relevant in any way to the reading/math task itself.

pragram, with a mean of 5 hours. Table 4 presents descriptive information regarding the amount of ALT and reliability data collected for each program.

The principle investigator collected all ALT data, after participating in multiple training sessions that involved practice coding with paper and pencil measures and with videotaped segments of classroom interactions. During this training phase, the principle investigator and another trained observer collected two and one half hours of ALT data in a special education classroom and attained a reliability coefficient of .92, as measured by the Flanders modification of π reliability coefficient formula (Flanders, 1967). Reliability checks were also taken during at least one of the six classrooms, and an overall reliability of .78 was attained, as measured by Flanders modification of π formula. The Flanders coefficient is a conservative reliability test, as it corrects for chance agreement, and therefore coefficients from .70 to .75 and above are considered acceptable (Frick & Semmel, 1978).

ALT data were entered into a data base within the Scientific Information Retrieval system (SIR) that resides on the Indiana University's CDC Cyber 170/855 mainframe computer. Programs and retrievals written by CITH staff for analysis of ALT data in previous studies were used to aggregate and analyze data from the present study (Rieth & Frick, 1984).

Table 4

ALT Data

Teacher Number	Hours of ALT data collected	Days* Of ALT observation	Hours of Reliability data collected
2	7.4	4	1.4
3	1.3	3	.8
5	7.3	5	1.6
6	2.4	4	.4
12	3.2	4	1.1
13	8.3	6	1.4
TOTAL	30.2	26	6.7
MEAN	5	4.3	1.1

* partial days

RESULTS

Interview Results

Data collected from interviews with 15 resource room teachers indicated that, although programs share some common features, there is wide variability in program characteristics and operation. Moreover, program goals and personal and professional philosophies differ across teachers. Table 5 summarizes salient characteristics of the sampled programs, and the reader is referred to this table for the subsequent discussion. Throughout this section, quotes from interview transcripts are provided for illustration. In both quotes and discussion, all teachers are referred to by feminine pronouns. This convention is not meant to slight the two males in this sample, rather it is adopted to protect their anonymity.

Characteristics of Resource Room Students and Programs

Characteristics of resource room students. Five of the 15 programs in this sample served only students diagnosed as LD, the other 10 were multicategorical and served students diagnosed as EH and/or MMH in addition to those diagnosed as LD. One program also included students labeled as disadvantaged.

Although the sample appears to be heavily biased toward LD programs, a majority of the teachers indicated that their students' emotional/behavioral problems were as severe as their learning problems. Some teachers indicated that students in their school corporation whose primary difficulties were emotional/behavioral were often labeled as LD or MMH. One teacher was critical of this practice:

Table 5

Characteristics of Resource Room Programs

Teacher Number	School size (# of studs)	Grade levels served by program	Type of Program	Type of students served	Size of case load	Students per period	$\bar{X}$ Periods per student
Interviewed teachers:							
1	797	9-12	tutorial & content area classes	LD*, EH*, MMH*	29	9-12	2
4	1712	11-12	pre-vocational	MMH	7	1-7	1
7	734	9-12	content-area classes	LD, MMH, disadv.*	30	10-21	2
8	2652	9-12	content-area classes & consultation	LD	37	10-12	1
9	1526	10-12	tutorial & content-area classes	LD, EH	70	5-18	1
10	1284	10-12	tutorial & content-area classes	LD, MMH	63	2-20	1
11	1572	9-12	tutorial	LD, EH, MMH	28	5-10	fresh & soph=2 jrs. & srs.=1
14	1733	9-12	tutorial	LD	29	4-9	1
					$\bar{X}$ =36.6		$\bar{X}$ = 1
Observed Teachers:							
2	3053	9-10	tutorial	LD	24	4-6	1
3	1579	9-12	basic/coping skills & tutorial	LD	20	3-7	1
5	1485	9-12	tutorial & content-area classes	LD, EH	30	5-10	1
6	626	7-12	tutorial & consultation	LD, MMH	30	1-7	1
12	1946	9-12	tutorial and content-area classes	LD	63	3-12	1
13	1171	9-12	basic skills & content-area classes	LD, MMH	25	6-11	2
15	1485	9-12	tutorial	LD, EH	30	5-10	1
					$\bar{X}$ = 31.7		$\bar{X}$ = 1
All Teachers:					$\bar{X}$ = 34.3		$\bar{X}$ = 1

*LD = learning disabled

*EH = emotionally handicapped

*MMH = mildly mentally handicapped

*disadv. = disadvantaged

> "What are we supposed to do with them (EH students)? This is not our training. Not that we can't work with them because lots of time they're much like the other kids...but I don't like it because it's like lying to the parents. They think they just have a child with learning problems, and the child has a lot more than learning problems. One reason we can't teach him is because of the other problems he's having".

Twelve of the fifteen teachers felt that a student's classification as EH, LD, or MMH bore little relation to his/her cognitive and behavioral characteristics, and that students from the three categories were more alike than different. Moreover, students' classifications often changed from MMH to LD, or vice versa, at a three year evaluation or when moving into a new school system. Differential classification had important implications for programming, however. For example, one school had content-area classes for MMH students, with MMH certified teachers. Learners diagnosed as LD could not be included in these classes, despite their need for an alternative to the regular class curriculum. Thus, a student labeled as 'LD', with specific deficits in one area, e.g. Language Arts, was required to take 'regular' Language Arts classes, rather than those offered by the Special Education department. The teacher from this program concluded "we fit kids to programs rather than fitting programs to kids".

The most commonly cited characteristic of mildly handicapped adolescents, in addition to low academic skills, was lack of motivation. Teachers cited many reasons for poor motivation (e.g. inappropriateness of general school curriculum, consistent failure and negative feedback, absence of special education services in elementary school years) and they found it difficult to ameliorate motivational deficits. Teachers indicated that career/vocational education often helped enhance students' motivation and self-concept. However, the typical age of entry into vocational programs, 11th grade, was often too late to have a significant effect on motivational deficits. Two teachers indicated that unmotivated and uncooperative students were dropped from their program and two teachers had, on occasion, recommended that students aged 16 and over with severe motivational deficits leave school. Motivational problems were exacerbated in three programs by the fact that students received neither a grade nor credit for their attendance in the resource room.

Number of students served. The size of individual teachers' caseloads ranged from 7 to 70 students, with an overall mean of 34.3 students. Teachers were scheduled to see from 1 to 20 students each period, although these numbers varied from day to day, as students would often visit the resource room unexpectedly to have a test read or to receive help with an assignment. Most teachers felt their caseload was too large, especially teachers in tutorial programs who were required to provide indvidualized assistance with assignments. These teachers expressed great concern about their ability to adequately serve all students in their program. For example, one teacher in a tutorial program calculated that she spent 3 to 8 minutes with each student per period, depending upon the size of her class:

> "It's been real frustrating because they've (students) been real good about wanting help this year, and I'll have 6 or 7 hands up at one time saying 'help me do this', 'it's my turn', 'I want to do this', and there's only one person to make the rounds, and most of their questions take 3 or 4 minutes. It's hard when you have to give them just a little bit, and then go on and give the next one a little bit, just enough to keep them on task".

Some teachers indicated that their class sizes shrunk toward the end of the year, as students failed to attend, dropped out of school, were suspended or expelled by the school administration, or were retained by juvenile authorities.

Program components. As discussed earlier, teachers were sampled to represent a range of program types. Tutorial services were the most frequent component of the programs sampled; 11 of the 15 programs included a tutorial component, with 4 of these programs providing tutorial services exclusively. Tutorial services focused on providing assistance to students to enable them to pass regular classes - including help with homework, review of concepts taught in class, extra practice on classroom activities, and assistance in studying for and in taking regular class tests. The curriculum, materials, and instructional activities used in tutorial programs were those chosen by the regular class teacher, although resource teachers often provided practice in different materials and/or used different strategies to reteach concepts. Thus, the instruction provided in tutorial programs was primarily determined day to day, period to period, based on what students needed to do to complete assignments and meet expectations in their regular classes.

Content-area teaching was the next most frequent component; eight teachers taught at least one content-area class. In five of these eight programs, special education sections of courses offered in the general school curriculum were taught by the resource room teacher (including Health, General Math, U.S. History, Government, English, and Economics). Typically, ten to twenty mildly handicapped adolescents were enrolled in these content-area classes and resource room teachers followed a prespecified curriculum. In the other three programs, teachers provided highly individualized instruction to students who were failing a required course.

> "(if) they can't maintain a passing grade, then I will pull them from that class and I will teach them the course myself, submit the grade to the teacher, who turns it in to the counselor".

Not all teachers agreed that content-area classes should be taught through the resource room program. In fact, two teachers said this practice was highly inappropriate.

> "everyone will get cheated...I really believe, to learn new concepts, a group situation enhances the learning process, maybe competition or whatever...if you sit down with an individual, one-on-one, yes, they're going to learn that book, but there's a lot of other learning that goes on, like discussion, they they're not going to get".

> (teacher is describing her experiences with a Basic Math class) "that's not my responsibility, to take 6 kids who are flunking and teach them...I told the teacher, I'd like them to receive instruction from you because that's your responsibility..."

Only two programs included a basic skills component that provided systematic instruction in basic reading, math, and study skills. However, all resource room teachers attempted to teach and reinforce basic skills via tutorial services or through content-area instruction - with varying degrees of success. Four teachers had developed and regularly used lessons, activities, and/or materials that required students to apply basic reading, math, and study skills to content-area concepts. One of these teachers developed a comprehensive set of materials that supplemented regular class courses and included a series of cassette tapes, outlines, worksheets, and vocabulary cards.

Other teachers believed they were unsuccessful in their attempts to combine tutorial sevices with basic skill instruction.

> "what I'm supposed to be doing, and I have not done a very good job at this, is wherever they're weak and they don't have homework, they should be building skills. But it's really hard to do, because they are

not motivated in the areas they are weak in and it's just like pulling teeth".

"I more or less have to stay with the teachers, and what they're working on...the students prefer it that way. If I plan a lesson. if I'm working on a skill that I know they need help on that's away from their classwork, they're not as attentive. They want to graduate Most of these kids, their goal is to graduate from high school, and to pass their courses...if I try to do something else over here and they have homework to get done, they'll be a little resistant."

". .all of a sudden it got hectic and the students needed time for their homework and we said 'well, O.K.' and they were resistant to the (basic skills) group...because they thought this was their homework time."

Although many teachers stated that contact with regular class teachers was important, only two programs provided an organized mechanism for consultation. Teacher 6 reserved one day a week for consultation and teacher 8 spent each afternoon in consultation with vocational education teachers at her high school's career center. Consultation activities will be discussed in more detail in a later section of this report.

Systematic instruction and activities related to coping skills (i.e. coping with school demands, personal problems, interpersonal relationships, and affective development) appeared to be infrequent, as only two teachers consistently implemented structured activities designed to enhance personal/affective development and interpersonal relationships. Other teachers had attempted to hold small group sessions for coping skills instruction within the resource room, but had met with resistance from students. Most frequently, instruction related to coping skills was done on an informal basis, or in response to the immediate need of an individual student.

The teachers in this sample believed that their instructional duties required them to have knowledge and skills in a number of different areas, including content-area subjects, remedial techniques, and counseling. Teachers indicated that they had to orchestrate multiple activities simultaneously within the resource room e.g. teaching an Economics class while helping another student with his assignment from Algebra class. Teaching aides were highly valued personnel in the resource rooms studied. Five teachers had aides for at least part of the day, and five teachers utilized peer tutoring.

> "I do have a super aide, and that helps. If she doesn't know an area, she's willing to go study and learn more in that area . . .and she knows when the reports are due and she's real good about getting that typed up for me. She's my organizer."

Resource room scheduling. The amount of time students spent in the resource room was highly consistent across programs, as most teachers saw each student for 1 period per day. In resource room programs that provided instruction in content-area subjects, teachers tended to have more control over their schedule and were able to group students according to grade-level and instructional needs. However, the manner in which students were scheduled into tutorial programs bore little relation to students' instructional needs and often prohibited grouping practices within the resource room as some teachers had students who ranged from 9th to 12th grade in the room simultaneously.

Most often, students attended resource room programs during a study hall or free period. One program was unique in offering students three options for attending the resource room: (1) daily - during study hall, (2) as needed on a sign-up basis - during study hall or lunch, or (3) after school on a sign-up basis. Attendance in this resource room program became mandatory if a student's grades fell below a predetermined level.

In two locations, school policy permitted students to have "free periods", and thus students perceived an assignment to the resource room program as a restriction of their freedom Teachers in both these schools did not schedule students into the resource room unless necessary, rather most students were permitted to "drop in" on their own accord.

The absence of study halls or free periods in three schools presented particular difficulties for tutorial programs. In one program, students were taken from elective courses. In another program, students attended the resource room program during the last half-hour of two regular classes. This arrangement required a substantial amount of cooperation and coordination between the resource room teacher and regular class teachers. In a third program, the resource room teacher indicated that tutorial services were not provided due to the absence of study hall periods.

Influences on Resource Room Programming

School curriculum. Characteristics of the general high school program exerted some influence on the nature of resource room programming within that school. The influence of school schedules on resource room scheduling and grouping practices was discussed above. Surprisingly, the existence of 'tracked' or 'leveled' courses (e.g. modified, basic, general, and advanced mathematics) did not seem to determine whether or not content-area classes were offered through the resource room program. When multi-level classes weren't offered in the general school program, teachers often indicated that available classes were too difficult for special education students, and for other low achievers who were not diagnosed as handicapped.

"In the Government and Current Problems classes, the vocabulary and concepts are so difficult that it puts the responsibility on us to teach the class...you have to redefine the course for those students. It's difficult to discuss what happens in India when they don't know where north, south, east and west are, or that it takes more than two hours to get to California".

Yet, even when multi-level classes existed in the general curriculum, teachers often perceived their content as irrelevant and/or poorly taught:

"There's no small group instruction (in the Basic Math class). She only has 16 kids. Now, you tell me you can't take 16 kids and do some individualization?"

Administrative support. Administrative support also appeared to influence program operation. Only two teachers felt they had strong and active support from their building administrator. Typically, teachers indicated that they experienced moderate and somewhat passive support from building and special education administrators.

"They have always said before, any way we can help you, let us know. I feel they are there to back us, but as long as we don't make unreasonable requests. I don't think they would take a stand for us."

Three teachers stated their disappointment at the lack of leadership and support from the special education administrators.

"Our special ed director is in (another town). I've seen her once this year. So, there's no one directing all the programs, which is a problem".

The nature and amount of administrative support provided to resource room teachers had significant implications for two programs. One teacher felt that lack of administrative support had contributed to her present level of burnout.

"It's like the old token system, even if it's not financial, we need this...encouragement to go ahead, to make it grow...because when you give, you have to be refilled".

Another teacher credited the school principal for the success of her program and the cooperative relationships that existed between herself and regular educators.

> "It would take a lot to get me away from this building because of the high level of support he (principal) has provided".

Teacher training and experience. The vast majority of teachers in this sample obtained their undergraduate and/or graduate training in special education and many of these teachers perceived this training to be inadequate, particularly in working with adolescents. In addition, teachers were concerned since they often found themselves faced with teaching and/or tutoring content area subjects for which they had little background.

> "I've felt frustrations here, as my training has been mostly elementary. I've never had Econ and Government. These are courses that I haven't been trained to teach".

Teachers desired more training in vocational education and/or in counseling and guidance. They pointed out, however, that they became more confident of their effectiveness as instructors and consultants as they acquired additional experience.

> "Each year the program gets better, as I think of ways to more effectively get material into students' heads."

Personal and professional philosophies. Teachers' personal and professional philosophies appeared to influence the emphasis they placed on program activities, and teachers expressed divergent ideas regarding programmatic goals. Four teachers described the development of a positive self-concept and/or self-image as their primary goal and stated that they attempted to counsel students with personal problems and help them develop coping and interpersonal skills.

> "counseling is a big part of my job, 'what is bothering you', 'why are you miserable' 'why did you have a fight with this teacher', 'why

> are you going to quit school'. I do more couseling than instruction, probably by choice...school success is based on school behaviors...they've gotten a lot of remediation to this point".

> "if I can get a kid feeling good about himself, what will follow from that will be an increased motivation to learn, and then they will learn. It's not that I put my subject matter second, it's just that I put this first".

Four teachers felt that assisting students to graduate from high school was their most important function, but not all agreed that graduation should come at any price.

> "If I've done everything for them, I've taught them nothing. I've taught them no self-discipline. The diploma will be absolutely worthless to them and their chances of surviving, feeling good about themselves so they can go out and sell themselves on a job won't be what it could be."

Only three teachers emphasized vocational skills as important outcomes for mildly handicapped adolescents, although other teachers mentioned related goals of self-sufficiency, literacy, and functional academic competence.

Overall, individual teachers felt they had a great deal of autonomy and most were grateful for the freedom to determine specific aspects of their program's operation. However, some teachers, particularly those who were new to a program, were uncomfortable with the ambiguity of their role:

> "I had to learn a lot touch and go, but I have talked to (the other resource room teacher) and I have talked to other people around here. I had a hard time dealing with the philosophy. I spent a lot of time calling my supervisor and saying 'is this my job? Is this what I'm supposed to do?' It was real hard for me to make those decisions."

> ". .We talked about that, all the special ed teachers, saying that all the other teachers have job descriptions but the feedback we got on that is you're a special teacher and there is no way we could come up with a specific job description for you. So, in other words, they want to be able to stick us with anything."

Three teachers had made substantial changes in their program within the last year, based on their perceptions of needs within the school or the needs of individual students. One teacher had reorganized a tutorial program and now provided direct instruction in basic skills and coping skills.

> "for four years, this (program) was just a tutoring situation. and I felt that was real inappropriate...you just came in and helped with asssignments and I didn't think that was good. I tutored for some of the first 6 weeks, then I said there's no way I'll keep doing this - reading a Social Studies chapter a day, a Science chapter every day. .I came in and did a needs assessment my first six weeks here - what do my kids need? I found out they needed functional skills, study skills, and self-concept. I ran into real resistance trying to change the program...I finally had to send a letter home saying this was the change."

Another teacher changed her program model from one providing content-area classes to a program that provided tutoring and consultation services:

> "It's a drastically different program from what I did before because I don't do any direct instruction. When I found out that I was going to be alone here with that many kids, I didn't feel I could give them a meaningful program at 6 grade levels, plus all the different subject areas, so we decided to try this tutorial approach...I just didn't feel that mainstreaming would be successful at all if I didn't have time with teachers and what it requires is one day a week".

In the third case, a teacher decided that consultation services should be offered to vocational teachers in her high school's career center. After taking graduate classes in career programming for the special needs adolescent and adult, she was able to convince her department head and building administrators that she should devote each afternoon to consultation.

Although these three teachers received permission from their administrators to make program changes, the initial impetus and initiative came from the teachers themselves and subsequent program operation was left to their discretion.

Student responsibility and self-determination. An important goal for a number of teachers was increasing mildly handicapped adolescents' self-responsibility, and this exerted a direct influence on the nature of their interactions with students and other teachers.

> "...they need to know how to do it on their own as well. Sometimes we spoon-feed special education students for too long, and make it too sweet for them, but it's not sweet out there. I worry about what's going to happen to them when they turn 18 and things aren't all roses."

This goal created a dilemma for teachers, who acknolwedged that mildly handicapped adolescents often lacked an awareness of school norms, organizational skills, and motivation to follow through on expectations.

> "They're very immature about getting things done, forgetful, and on purpose. Maybe they assume that if I don't do it, it will go away, or if I don't study, maybe it will be magic and I'll pass the class".

> "I was just sick to my stomach. Here it is, time for finals, and I said 'where are all your tests?' and 9 out of 10 students said 'I did so bad I threw them away'. Well, how are you going to study for finals if they threw out their tests? It's so simple, such a common-sense thing to do, but it has to be spelled out and it has to be reinforced."

Moreover, a few teachers directed criticism at elementary and junior high school special education programs, claiming they had not adequately prepared students for the expectations of the high school setting.

> "We have students who are still just reading at the 1st, 2nd 3rd grade level, and they've been in special education all these years. Now, my question is, what have they been doing. if they don't have more ability than that, then we've got the wrong kind of program. we should be geared more vocational than we are...but I don't think that's the case.. I think there's a lot of playtime involved in our special education programs in the lower classes - it's just keep them quiet, keep them out of the principal's hair and you're OK."

Teachers used different methods to instill self-responsibility. For example, two teachers required students to accept primary responsibility for monitoring their instructional progress and for meeting academic and behavioral expectations.

"I will not own your (student's) problem anymore. I owned a lot of the kids' problems at the beginning of the year and it's taken me a semester to say I was doing them more harm than I was helping them, from the standpoint that I was giving them someone to blame - me - for not doing what they were supposed to be taking the responsibility to do. I was going to their classes and getting their assignments..things that they could do, even after I had shown them some organizational techniques for writing down assignments and giving them ways to do it, they still weren't doing it, because I was!. .I'm saying to them that I will not take your responsibility and I am not going to stay awake at night, worrying because you're flunking a class. You're choosing to flunk that class, most of the time".

"He came into the class and said 'I'm failing Current Problems you must study with me so I can get an A or B on the final'. He expected me to drop everything...and drill him. Well, I'm sorry, he chose to fail a long time ago, that's not my problem that he doesn't go through graduation. That is a very hard point to come to in teaching these kids, and I don't know if some people can ever get there. It's hard not to say, 'if I had only kept a closer eye on him or I had just made sure he was getting those assignments done'. He's a senior in high school, a senior in high school. If he hasn't taken that responsibility on himself, then he doesn't deserve to graduate. He's not ready."

On the other hand, one teacher felt that she should accept primary responsibility for students' progress toward graduation, and used external reinforcers and contingencies to encourage students to complete assignments and pass their regular classes.

"I'll do everything I know to make them (do homework). .we're dealing with kids and as an adult, I feel responsible. We're dealing with kids with problems. It's not like kids in a regular class. You see, every day I go through the same thing, 'do you have a book in your hand', 'what did you bring to work on', 'you know you're not supposed to come in here without anything to do'. I sound like a broken record . these kids that I have, especially in the afternoon, they're just beat down, they're not going to bring a book in, they probably wouldn't be in LD resource (if they did). You're talking about special ed. you're talking about special problems, you're talking about special things the teacher has to do."

The remaining teachers fell between the two extremes illustrated above. All teachers were somewhat flexible in the amount of responsibility they would accept for a student's progress, and were more willing to make special arrangements for students who showed some self-initiative and put forth a reasonable amount of effort.

Interface between Regular and Special Education

During interviews, teachers indicated that cooperation between resource room teachers and regular educators was important to the operation of resource room programs and that many factors affected teachers' willingness to accommodate mildly handicapped adolescents within the regular classroom. One important factor was the attitude of regular class teachers and administrators, and perceptions of these attitudes varied across the 15 teachers in this sample. One third indicated that regular class teachers had highly positive attitudes and were extremely cooperative whereas another third stated that regular educators had negative attitudes and were uncooperative and/or uncaring. The final third found that attitudes varied a great deal across individuals, ranging from positive and supportive to negative and misinformed.

Regular educators' misperceptions of mildly handicapped adolescents were cited as a deterrent to cooperative working relationships. For example, three teachers indicated that mildly handicapped adolescents were often perceived as lazy.

> "some of the teachers believe that the kids don't know how to read because they're just lazy, and if you hit them hard enough, they'll learn...they have no concept of what a learning disability is, or why a kid doesn't learn".

Two teachers felt that negative attitudes toward special education services and students were fostered by the demands that special education procedures and practices placed on regular class teachers, including additional paperwork and attendance at meetings.

> "We're becoming too protective of them (students) and that's what will turn all these teachers off.. with a special ed student comes all this paperwork".

Lack of trust was another factor affecting the relationships between regular and special educators. Six teachers indicated that regular class teachers were uncertain about the amount of help that the resource teacher would give to a student on assignments and tests. Thus, it took a significant amount of time and effort to build trust as the resource room teacher was often required to prove that she didn't simply provide students with the correct answers.

> "I've finally gotten them (regular class teachers) to give me a test before they give it, so I can drill and review. Now, I had one just the other day say, 'Well, what are we going to do when you leave?' I said, 'they'll be a new teacher, you'll just continue as if it were me'. He looked at me as if to say 'I won't give a new teacher my test. I don't know what she'll do with it".

Most teachers indicated that they had taken specific measures to share information and to build trust, such as providing inservices on resource room techniques and procedures, or writing notes on assignments when a student was provided with help.

> "I'll help a student paraphrase a word, such as 'constituent', but I won't sit there and say 'here's the answer to a question'. If we play by their rules, they'll do by our suggestions.

Regular class teachers were reported to resist making modifications for mildly handicapped adolescents because they perceived these learners to be similar to other low achievers in their classes who were not labeled as 'mildly handicapped'.

> "The special ed students are no different than a third of the students already in their classes. A lot of teachers say you know, your kids are a lot better off than some of them I've got in my room that aren't getting services".

In contrast, three teachers indicated that regular education teachers were often too lenient on students once they were labeled as mildly handicapped.

Concerns about accountability were cited as another factor affecting regular class teachers' willingness to make modifications for mildly handicapped students, as many teachers were uncertain how to equitably grade students when course expectations or requirements had been modified.

> "The issue remains, what are you going to do when you give them a diploma with watered-down classes that are very easy and they get As and Bs and Honors students get Cs? You have a lot of problems to look at".

> "We have students who pour their hearts out and will work to their utmost, and they'll still fail them. They just don't want the responsibility of saying 'I passed so-and-so".

In most cases, provisions were not available to indicate that the curriculum had been modified for a student, as neither grade transcripts nor diplomas indicated that lower-level courses were taken or that grades were determined on an alternate basis. Two teachers had developed alternative grading contracts with regular class teachers, and students were given a passing grade if they completed the contract. However, in another case, regular class teachers took 5 to 10 points off a test grade if the resource teacher had read the test to the student.

Difficulties also arose in determining grades for content-area courses taught to individual students by the resource room teacher. Only two teachers used special grading systems for this purpose; one awarded no grade higher than a C and another graded students on a pass/fail basis.

Only one school in this sample awarded a certificate, rather than a diploma, to students who had completed the majority of their course requirements within the special education program.

> "the student who is reasoning so low that they really can't understand a basic History textbook or the basics of Government instead of having them go through an extra English and Math we give them more

Home Economics so they'll have more living skills. and we give them a certificate saying they attended for 4 years."

However, the criteria for determining whether a diploma or a certificate would be awarded were not clearly specified. and the resource room teacher acknowledged that this ambiguity posed potential difficulties.

"So far. parents have not asked what our guidelines are; how do you decide my child should get a diploma and my child should get a certificate? Usually a parent knows the limitations of their child and is just grateful that their child can go through the graduation exercise...and that's another problem, when do you mention the certificate? Because if you mention it too early the kid thinks - oh, I don't have to do anything because I'm going to get it anyway. Or if you don't mention it soon enough, the parent thinks. why didn't you tell me this? So you just have to feel out every parent...it's a lot of decisions to make".

Resource Room Teacher Activities

Consultation. Consultation with regular class teachers was often perceived as part of the resource room teacher's role. especially in the 11 programs that offered tutorial services. Four teachers attempted to consult daily with regular educators in their schools, and considered this interaction to be an extremely important part of their role:

"consulting is a very important part of the job If we're going to mainstream the students, teachers need our support. Teachers need to know what we've spent years trying to learn about these students and if you don't allow time for it, it doesn't really happen".

These four teachers provided multiple reasons for their consultation efforts, including the need to keep informed about students' progress in the regular class. the need to know about upcoming tests, assignments, and expectations, and the opportunity to support and reinforce teachers for their efforts on behalf of mildly handicapped adolescents.

Two teachers were moderately systematic in their consultation efforts; they perceived this to be an important activity but did not have time to consult on a daily basis.

The remaining nine teachers were primarily reactive in their attempts to consult, responding to emergency situations or immediate needs. In general, teachers who consulted less frequently perceived consultation as primarily an information-sharing activity.

> "Sometimes a kid has to know that there's communication there, so they give you better information. If we didn't talk to the regular teachers, we wouldn't get straight information."

In fact, two teachers believed that excessive consultation was detrimental, as it removed responsibility from the teacher and student to share information and to work out problems between themselves.

> "I don't want to know that Johnny got out of class 10 times. .I'll talk to the student about it here and I may have a conference once with the teacher, the student, the counselor, and myself but then, it's not my responsibility anymore. It's not that I don't want to know, it's not that I'm not interested, it's just that I don't want to interfere."

Eight teachers used progress reports to keep informed of students' performance and to supplement consultation efforts. They had attempted to keep progress report forms as simple as possible and requested that regular class teachers fill out and return these forms every one to three weeks.

> "I first started out with a page, but a page scared a teacher when they had to answer all these questions. Then I cut it down to half a page.. now it's just a little piece of paper, about a fourth of a page."

Counseling/affective development. Over half the teachers in this sample stated that they spent significant amounts of time counseling students about personal problems and interpersonal relationships. The majority of counseling interactions appeared to be informal.

however, as only two teachers provided planned and structured activities related to affective development and social skills. Some teachers believed that counseling was important but assigned priority to academic instruction.

> "some kids come in with problems, but I don't have time to help them because I'm always helping someone do something."

> "more often than not, this year, I find a student coming in to me, emotionally upset about something, and there's part of me that says, 'Gee, I want to give you my heart', but there's a part of me that's saying, you've got two assignments here that, if they don't get done, you're going to dig your hole deeper."

Two teachers felt that counseling was often given inappropriate emphasis in special education classrooms.

> "the focus is to be on the job they're here to do, just as if we were laying down bricks, the focus has to be on getting one brick after the other down."

Assessment. The teachers in this sample reported involvement in four of the five assessment activities discussed by Salvia and Ysseldyke (1981) (screening, classification/placement, program planning, program evaluation, and evaluation of individual progress). Five teachers participated in screening decisions, as they were members of a pre-referral team that prescribed and evaluated interventions within the regular class before referring a student for formal testing.

Two teachers reported that they administered assessment instruments for the purpose of classification/placement decisions. In all other cases, this was the school psychometrist's responsibility. Only three teachers appeared to use assessment data for program planning. One teacher used data to determine whether or not a student was placed in the appropriate section of regular classes and two other teachers collected pre- and post-test measures of skills and concepts taught in the resource room.

Although no teacher indicated that she collected assessment data for the purpose of program evaluation, fourteen teachers evaluated individual pupil progress by assessing each student on their caseload at the end of each year. For some teachers, this meant assessing up to 70 students, often with no release time from daily instructional duties, and a few admitted that this was humanly impossible. The Wide Range Achievement Test, the Peabody Individual Achievement Test, and the Brigance Diagnostic Inventory of Essential Skills were the most frequently used assessment devices. Yet, it appeared that teachers rarely used these assessment data for purposes other than presentation at annual case reviews. Even then test scores were not the primary measures of the appropriateness or success of a student's educational program; rather the students' grades in regular classes and/or teacher reports appeared to be the determining factor in evaluating individual progress and making recommendations for subsequent programming.

Preparation. The amount of time that teachers reported to spend preparing lessons and instructional material was highly variable across the sample. One teacher estimated that she spent 15 to 20 hours a week and 4 to 5 hours each weekend planning lessons, preparing materials, and grading papers. In contrast, other teachers, particularly those who provided tutorial services, felt that their role necessitated minimal preparation. Experienced teachers indicated that their preparation time had decreased over the years, as they had developed a supply of instructional and supplemental materials that could be reused. Joint planning and instructional development reduced preparation time for resource room teachers who had developed cooperative arrangements with other special educators in their school.

Paperwork/recordkeeping. All teachers indicated that they kept records as part of their job, including records of employer, teacher, and parent contacts, records of regular class grades, records of disciplinary actions with students, and departmental records (e g. caseload statistics, IEP forms). Three teachers strongly opposed the amount of paperwork required of them, stating that it detracted from instructional time. In contrast, three teachers stated that recordkeeping was an important or essential part of their job.

IEPs/Case conferences. Every teacher in this sample attended annual case conferences for the students in her program. In addition, some teachers attended case conferences on incoming students and/or new referrals. One teacher indicated that she would attend 110 case conferences over the year!

In all instances, annual goals and objectives were discussed and written at the case conference. Typically, these were predetermined goals and objectives for content-area classes or goals and objectives based on the attainment of specific grades in a content-area subjects, i.e., "Johnny will maintain a C+ average in all his classes". An important function of case conferences was the determination of a student's schedule for the subsequent year. Annual case reviews also provided a mechanism for systematic parent contact.

A few teachers complained that IEPs did not contain instructionally relevant or useful information and that annual case reviews occupied too much time. In contrast, other teachers felt that

IEPs and annual reviews were necessary to distribute accountability among special and regular educators.

Parental involvement. When asked about parental contact, the typical comment from teachers in this sample was "I don't do that as much as I should". Ten teachers did not maintain systematic or frequent contact with parents. Some indicated that parental contact served little purpose or was inappropriate for older students, who should be assuming more self-responsibility. However, most teachers indicated that they simply didn't have the time to keep up with all their potential duties, and parental contact was assigned a low priority.

In contrast to the majority, two teachers stated that parental contact was an extremely important part of their role, and indicated that they maintained systematic and frequent contact with parents.

> "I don't believe that I deal with just the kid, the whole family's involved...almost all my families are on a first name basis; they know they can call me anytime.. "

Teachers' Job Satisfaction

Many teachers expressed concern about the appropriateness of the services they were providing, particularly for students with more severe learning and behavioral difficulties. Teachers who provided only tutorial services tended to feel that content-area classes, taught by special educators, were desirable for at least some of their students. Four teachers were dissatisfied with the vocational options that were available for their students, and characterized them as "too little too late".

Teachers were also asked to describe how they evaluated the effectiveness of the services they were providing to students Academic criteria (such as better grades and graduation from high school) and emotional/behavioral criteria (such as attitude change, willingness to receive help, and specific behavioral improvements) were cited with equal frequency. In addition, two teachers looked for changes in the attitudes of regular class teachers and acceptance of special education students within the school as indications of program effectiveness. Most teachers indicated that they had to be satisfied with small gains, as their students often made negligible academic or behavioral progress and more than one teacher mentioned the personal frustration she experienced when students failed or dropped out of school. Four teachers indicated that they were uncertain whether their program had any effect on students or on the school in general.

Interview questions related to job satisfaction revealed that 11 teachers had mildly positive to highly positive feelings about their jobs, although they experienced frustrations and discouragement from time to time. The remaining four teachers were extremely frustrated and discouraged and were considering or were in the process of changing jobs. With one exception, teachers whose programs included a substantial tutorial component appeared to be least satisfied with their jobs. Five teachers indicated that tutoring was unstimulating and devoid of professional challenge.

> "This job is not very rewarding. on this level, it can be kind of monotonous and routine.. you become a glorified study hall monitor if you don't watch it. The challenge is not there".

However, a few teachers who offered both tutorial and consultation services indicated that consultation helped enhance their sense of professionalism.

> "That was frustrating to me when I came here. I was used to planning lessons and working on skills...and here I found I was more of a tutor and that bothered me at first. But, it's getting better now, now that I'm working with more teachers".

Teacher Observations

Seven teachers, from six different resource programs, were observed for an average of 10.2 hours each. Data were collected on all resource room teacher activities during the observational session by taking narrative records at one-minute intervals. Tables 6 and 7 present the results of these observations. To facilitate interpretation, the 17 observational categories are divided into two classes of activties. The first class, academic instruction, is comprised of observational categories that involve the direct provision of academic instruction, and includes the following categories: instruction on a regular class assignment, instruction on a resource room assignment, and assistance in studying for a regular class test. The second class of activities includes activities related to the provision of non-academic instruction (e.g. counseling/affective development activities) and activities that are supplemental to the provision of direct instruction (e.g. preparation, procedural/scheduling). This class is comprised of the 14 remaining observational categories.

As indicated in Table 6 teachers were observed to provide academic instruction from 18% to 59% of the time. The highest amount of academic instruction was observed in programs providing tutorial services exclusively (teachers 2 and 15) or a combination of tutorial and consultation services (teacher 6). Teacher 3 was observed to devote the least amount of time to academic instruction. This was consistent with her program goals, which focused on the development of coping skills.

With the exception of teacher 2 resource room teachers were rarely observed to assist students in studying for upcoming tests from

Table 6

Resource Room Teacher Activities

Academic Instruction

(Figures represent percent of time observed)

PROGRAM TYPE

	Tutoring Only		Tutoring & Content		Tutoring & Consult.	Basic/coping Skills & Tutoring	Basic Skills & Content	**Means**
cher Number	2	15	5	12	6	3	13	
truction on a reg- r class Assignment	48	45	29	39	49	3	3	**30**
truction on a re- rce Room Assignment	4	13	8	6	3	15	33	**12**
istance in Studying regular class test	7	0	1	1	0	0	0	**1**
TOTAL ACADEMIC INSTRUCTION	59	58	38	46	52	18	36	**43**

the regular class. In most cases, academic instruction involved helping students to complete assignments from the regular class.

Table 7 presents the proportion of time teachers devoted to non-academic instruction and supplemental activities. As this table indicates, teachers engaged in all other activities for less than 10% of the observational sessions. However, a great deal of variability was observed within some activities. For example, teachers were observed to engage in assessment activities, defined specifically as the administration of standardized tests, from 0% to 19% of the time. The high proportion of assessment activities observed for some teachers is attributable to the time of year during which observations were conducted, as some teachers were preparing for annual case reviews. Some individual variability in the amount of assessment activity is also due to the nature of the tests administered, e.g. teacher 6 was observed to administer individual tests whereas teacher 3 was observed to administer both individual and group tests.

The amount of time devoted to procedural/scheduling activities also varied across teachers, from 3% to 13%. All teachers engaged in some activities subsumed by this category, including writing passes for students, keeping attendance records, and discussing class schedules. Teacher 5, who had the highest proportion of time in this category (13%) had responsibility for a homeroom class, and many of her procedural activities were related to homeroom duties (e.g. filling out attendance forms for homeroom students).

The administration of tests from regular classes also took up varying amounts of teachers' time. Some teachers were never observed to assist a student with a test from the regular class (teacher 12) whereas

Resource Room Teacher Activities

Non-Academic Instruction and Supplemental Activities

(Figures represent percent of time observed)

	Tutoring Only		Tutoring and Content		Tutoring and Consultation	Basic/coping Skills and Tutoring	Basic Skills and Content	Means
Teacher Number	2	15	5	12	6	3	13	
Assessment	0	0	10	11	3	19	16	8
Counseling/affective development	7	4	3	5	2	26	7	8
Procedural/scheduling	3	6	13	5	6	9	5	7
Preparation	8	8	6	8	5	1	7	6
Administers regular Class Test	2	8	7	0	1	12	5	5
Teacher contact	3	1	2	3	20	<1	3	5
Miscellaneous	3	4	6	6	2	5	6	5
Regular Class Monitoring	4	4	2	8	3	3	1	4
Behavior Management/ Feedback	<1	4	4	4	3	<1	2	2
Record-keeping/ paperwork	6	<1	<1	<1	2	4	2	2
Can't Tell	4	2	4	<1	1	1	3	2
Talks to Observer	1	<1	1	2	2	1	3	2
Extra-Curricular	0	0	5	0	<1	0	2	1
Parent Contact	<1	0	2	0	<1	0	4	1

teacher 3 administered tests from the regular class for 12% of the observational session, primarily to one student who would enter the resource room unexpectedly and request assistance. On these occasions, the teacher divided her time between reading test items to the student and continuing the lesson or activity that she had planned for the regularly scheduled class. It is informative to contrast the proportion of time teacher 3 administered regular class tests with that of teacher 6. Although teacher 3 felt that regular class teachers should make modifications in testing procedures for mildly handicapped students, she found that very few teachers were willing to do so. Teacher 12, who consulted extensively with regular class teachers, had indicated that teachers were willing to make such modifications, and she was observed to administer tests from the regular class only 1% of the time.

In two of the categories presented in Table 7, one teacher was observed to perform an activity substantially more than all other teachers. Teacher 3 was observed to engage in counseling/affective development activities 26% of the time; the prevalence of this activity in her program was congruent with her emphasis on coping and interpersonal skills. Despite the divergent opinions expressed during interviews regarding the appropriateness of counseling activities, all other teachers were highly similar in the amount of time they devoted to counseling/affective development. Teacher 6, who believed that counseling was often overemphasized by special educators, was observed to devote the least amount of time to this activity. However teachers 5 and 15, who both stated that counseling was an important part of their role, were observed to engage in these activities for only 3% to 4% of the time, respectively.

Teacher 6 who spent one day a week consulting with regular class teachers, was observed to engage in teacher contact for 20% of the observational sessions. Although most of this activity took place on her consultation day, teacher contact also occurred throughout the week, as regular class teachers would visit the resource room with information about a student or an assignment. All other teachers were highly similar in the amount of time they devoted to teacher contact, despite the divergent views of consultation expressed in the interviews However, the amount of time devoted to teacher contact may be unrepresentative in these results, as observational data were not collected before or after school, when informal consultation is likely to occur.

The proportion of time devoted to the remaining activities listed in Table 7 was highly similar across observed teachers, although slight differences were found. For example, teachers spent from 1% to 8% of the observational sessions in activities classified as preparation. This figure tended to be somewhat higher in tutorial classes, as teachers often needed to prepare themselves to assist with a regular class assignment by reading a student's assignment, book, or class notes. Slight differences also existed in the amount of time teachers devoted to regular class monitoring, i.e. discussing students' grades and performance in the regular class. Teacher 12 was observed to engage in these activities for a greater proportion of time than other teachers. During interviews, she expressed a desire for more teacher contact, but found this difficult to accomplish with a caseload of 63 students. The observational data seem to attest to the fact that she had to rely on students to report their problems and progress in the regular class.

Behavior management didn't appear to present significant problems for resource teachers in this sample, as no more than 4% of any teacher's time was devoted to behavior management/feedback activities. Recordkeeping and parental contact were also observed infrequently. Teacher 13, who said that parental contact was an important part of her role, was observed to interact with parents during 4% of the observational sessions. Parents were observed to visit her classroom during school hours for information or informal conversation. Since teachers indicated that both recordkeeping and parental contact often took place before or after school, the observed frequency of these activities may be underestimated.

The amount of time teachers interacted with the observer provides a gross indication of the observer's obtrusiveness within the classroom. As indicated by the category "talks to observer", classroom interactions involving the observer occurred from 1% to 3% of the time. Student questions about the observer and teachers' comments to the observer were most frequent in initial observational sessions and decreased over time. To further assess the effects of the observer's presence, teachers were asked during exit interviews whether they felt that the observer's presence had altered behavior and activities within their program All teachers stated that the observations were highly representative of their typical classroom activities.

ALT Observations

ALT observations permitted the observer to collect three types of data: (1) descriptive data regarding the general classroom ecology, (2) data on the nature and content of educational activities, and (3) point-time sampling data on target student and teacher behaviors In order to collect data that would be comparable with previous ALT studies conducted at CITH, point-time sampling data were collected during activities that involved reading and mathematics. This convention excluded a subset of resource room activities, such as structured discussions regarding coping skills. Tables 8 through 10 present the results of the ALT observations, which are aggregated across resource room programs. A finer level of analysis was considered inappropriate, since the number of observations varied widely across target students and across programs (e.g., only 1.3 hours of ALT data were collected in teacher 3's program, in contrast to 8.3 hours in teacher 13's class).

Table 8 presents summary data on the classroom ecology in the six different programs that were observed. As indicated by this table, the average class size during reading and math activities was 5.6 students. Typically, only one other student was involved in the same activity as the target student, which suggests a high degree of individualization. Most frequently (64% of the time), the student's instructor was the teacher. Twenty two percent of the time, students worked independently, i.e., the teacher did not interact with the student while he/she was involved in an activity. Students were also observed to work with aides (6%) and peer tutors (2%). In one classroom, a target student was observed to work with a computer (4%). The student controlled the pacing of the activity, i.e. worked at his/her own pace, slightly more often that he/she participated in activities where an external agent controlled the pacing (self-paced - 55% vs. other-paced - 45%).

Table 9 presents descriptive data on the nature and content of educational activities. Most activities consisted of more than one

Table 8

ALT Descriptive Data on Classroom Environments

Variable		
Class size	mean = 5.6	standard deviation = 2.7
Number of students in same activity as target student	mean = 2.1	standard deviation = 2.0
Target student instructor	teacher no instructor adult aide teaching machine (computer) peer tutor	64% 22% 8% 4% 2%
Target student pacing	self-paced = 55%	other paced = 45%

ALT Descriptive Data on Educational Activities

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		Percent Time Primary Activity	 Secondary Activity	 Total
Target Student Activity:				
	Writing	33	51	84
	Silent Reading	39	9	48
	Discussing	6	20	26
	Listening	9	9	18
	Oral Reading	5	7	12
	Other	7	5	12
	Reciting	1	0	1
Instructor Activity:				
	Supervising	40	12	52
	Discussing	12	37	49
	Other	26	12	38
	Prompting	6	24	30
	Modeling-demonstrating	2	15	17
	Testing	14	0	14
Curricular* Content:				
	Reading Related	22	23	45
	Social Sciences	0	28	28
	Physical/biological Sciences	8	18	26
	Spelling	13	8	21
	Reading Comprehension	14	0	14
	Math Related	13	0	13
	Reading Practice	7	0	7
	Multiplication	2	5	7
	Fractions/decimals	6	0	6
	Word Meaning	4	0	4
	Math Test--Below Level	0	3	3
	Division	0	3	3

*Curricular areas with 1% or less total time were not included in this table task, e.g. a student reads his Health book and writes answers to chapter questions or a teacher asks a student questions about his reading and then discusses specific concepts with him Thus, information was collected regarding both the primary and secondary focus of educational activities. As indicated in Table 9, when both the primary and secondary activities are combined, students were most often involved in activities that required writing, silent reading, and discussion. Teachers' most frequent activities were supervision and discussion. The curricular content of activities was most often reading-related. Social and physical/biological sciences were also frequent activities, as students were often observed to complete assignments from these classes during their resource period. Mathematically-oriented activities occurred with less frequency.

Table 10 presents the means and standard deviations of point-time sampling data on specific target student and teacher behaviors during reading and mathematics activities. The total amount of time that target students were engaged in academic activities was computed by aggregating the categories of engaged written, engaged oral, engaged covert, and engaged with directions. As indicated in Table 10 by the entry "Total Engagement", students were engaged. on the average for 75.3% of the time they were observed. Most frequently students were engaged covert, e.g.. silent reading or listening to the teacher

Student non-engagement was computed by aggregating the following categories: not engaged-interim. not engaged-wait, and not engaged-off task. As indicated by the entry "Total Non-Engagement", students were not engaged during 24.7% of the observational sessions. Almost half of their nonengagement (12.3%) was due to off-task behavior, and over one

Table 10
Teacher and Target Student
Behavior across Resource
Room Programs*
(Reading and Mathematics Activities only)

	Mean	Standard Deviation
Target Student Move:		
Engaged Written	21.7	9.7
Engaged Oral	11.0	5.8
Engaged Covert	35.6	6.9
Engaged with Directions	7.1	2.0
Total Engagement	75.3	6.6
Not Engaged-interim	3.7	3.1
Not Engaged-wait	8.8	5.3
Not Engaged-off task	12.3	4.0
Total Non-Engagement	24.7	6.7
Instructor Move:		
Null (Non-direct instruction)	53.8	9.7
Academic Monitoring	8.4	6.3
Academic Feedback	10.6	9.0
Academic Questioning	11.5	5.7
Explanation Based on Need	6.3	3.6
Explanation Planned	.9	1.1
Structuring/directing	7.9	1.8
Task Engagement Feedback	.9	1.0
Direct Instruction	46.0	10.2
Instructor Focus:		
Null	53.8	9.7
Target Student	32.1	13.0
Group	14.0	14.0

*Unit of analysis is teacher

third (9%) of non-engagement occurred as students waited for teacher assistance (i.e. not engaged-wait).

The ALTOS classifies teacher behaviors in relation to the target student, and thus if the teacher was not interacting with the target student at the point-time sample, her behavior was coded as null. Over all ALT observations, the teacher's behavior was classified as null for 53.8% of the time. In other words, on the average, the teacher was not providing direct instruction to the target student during 53.8% of the observational sessions.

The amount of direct instruction provided to the target student was calculated by aggregating the following categories: academic monitoring, academic feedback, academic questioning, explanation based on need, planned explanation, structuring/directing, and task engagement feedback. The proportion of direct instruction provided to the target student was 46% across the six programs. The most frequent category of direct instruction was academic questioning (11.6%) followed by academic feedback (10.6%). During the interviews, teachers indicated that they preferred an interactive instructional style characterized by questioning, probing, and discussion. Thus, the relatively high proportion of academic questioning and feedback is congruent with teachers' expressed instructional styles. The small proportion of planned explanation (.9%) partially reflects the reactive nature of resource room teaching, especially in tutorial programs. Rather than preparing lessons or structured activities in advance, teachers most often assisted students with assignments from the regular class.

"Teacher focus" describes to whom the teacher's behavior is directed. As indicated by Table 10, the teacher's behavior was most often directed to an individual other than the target student or to a group that excluded the target student (null focus - 53.8%). When teachers were observed to provide direct instruction to the target student, they most often directed that instruction to the student as an individual (target student individual - 32.1%). Teacher focus toward a group that included the target student occurred about half as frequently (target student group - 14%). This result is consistent with other data indicating that target students often worked individually.

The relationship between instruction and engagement was explored for this sample by computing the relative percentages of direct instruction, non-direct instruction, engagement, and non-engagement. These relationships are presented in Table 11. Across the six resource room programs, target students were engaged 91% of the time during direct instruction. In contrast during non-direct instruction, target students were engaged 51% of the time and not engaged 49% of the time. Thus, a strong relationship existed between direct instruction and engagement. This result is nearly identical to those of Rieth and Frick (1984), who examined the provision of ALT to mildly handicapped first through fifth graders in resource room programs.

Table 11

Relationship between
Instruction and Engagement

		INSTRUCTION	
		Direct Instruction	Non-direct Instruction
NGAGEMENT	Engagement	.91	.51
	Non-engagement	.09	.49

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Interviews conducted with fifteen Indiana high school resource room teachers provided data on characteristics of resource room programs, factors that influenced program operation, teachers' perceptions of their resource room programs, teachers' concerns related to the provision of services to mildly handicapped adolescents, and teacher activities. A subsample of six programs was then observed. Within these six programs, data were collected on the activities of seven teachers and ALT data were collected with a sample of 18 mildly handicapped adolescents.

Program and Student Characteristics

Two thirds of the resource room programs in this study were multicategorical, i.e., they served learners from more than one diagnostic category. As might be expected, larger schools were more likely to have categorical resource room programs, since specialization was possible as the number of special educators in a school increased. Ninety three percent of the programs in this sample served LD students; 46% served MMH, and 33% served EH. Despite the pervasive practice of assigning a diagnostic label to students, 13 of the 15 teachers indicated that students from all three categories were more alike than different, and felt that programming should be based on the severity of a learner's handicap rather than his/her categorical label. However, Indiana's certification requirements often precluded this possibility, as learners from a particular diagnostic category had to be taught by teachers certified in that area.

The number of students served by each resource room teacher ranged from 7 to 70, with a mean of 34.3. Fifty-three percent of the sample had a caseload of 30 or more students. Almost all teachers indicated that responsibility for such a large caseload reduced the effectiveness of their program. For example, one teacher had estimated that she could only spend 3 to 8 minutes with each student each period. Given smaller caseloads, teachers believed they could provide more individualization and instruction, have more opportunity to consult with regular classroom teachers, and develop closer relationships and better rapport with students.

The resource rooms examined in this study could be classified into six program types, based on the nature of teacher activities within the program: tutorial, prevocational, content-area classes, basic skills, coping skills, and consultation. Most resource rooms were a combination of program types; for example, tutorial and content-area classes. Tutorial services were the most frequent program component and existed in 73% of the programs. Content-area classes were next in frequency and were found 53% of the 15 programs.

In contrast to the prevalence of tutorial services and content-area classes, each of the other four types of resource room programs - basic skills instruction coping skills instruction, prevocational instruction/activities, and systematic consultation - were found in less than 13% of the sample although individual teachers attempted to integrate one or more of these components into their existing program. In particular, all teachers stressed the importance of teaching, reinforcing, and applying basic reading, mathematics, and communication skills during instructional activities. However, teachers in tutorial programs encountered difficulties in implementing basic skill instruction. Students were reported to resist instruction that was not directly related to assignment completion or acquisition of a grade and credit toward graduation. Thus, the student's goal of specific assignment completion often conflicted with the teacher's goal of instruction in a basic or generalizable process or skill. Most often, it appeared that the teacher made a compromise and attempted to stress basic skills within the context of a regular class assignment. However, only one teacher seemed satisfied with her resolution of the basic skills vs tutorial dilemma. She had developed a comprehensive series of materials that complimented regular class content assignments, and tests, and she systematically taught basic skills and study skills within this framework. In most other tutorial programs, instruction was rather unsystematic and determined day to day, based on a specific assignment from the regular class.

The need for more services and instruction related to coping skills was expressed by about half the sample, who viewed students' deficits in motivation, interpersonal skills, and self-concept to be as significant as their deficits in academic skills. However, only 13% of the programs provided systematic instruction or structured activities designed to enhance coping skills and social skills. The majority of coping skills instruction appeared to be informal, individual, and reactive - if a student encountered a specific problem, the teacher attempted to assist him/her

Contact and consultation with regular class teachers was cited as a desirable and important activity. However, only two programs had provisions for systematic consultation. Most often, resource room teachers maintained informal contact with regular class teachers before or after school, between classes, or during lunch and breaks. For teachers with larger caseloads, maintaining contact was logistically difficult.

There was some disagreement within this sample regarding the appropriate nature of consultation. All teachers agreed that, minimally, regular and special educators should share information about students' strengths and weaknesses and classroom performance. Fifty three percent of the sample used progress reports to gather information about classroom expectations and student performance in regular classes. Teachers who consulted more extensively viewed consultation as a mechanism for reinforcing regular class teachers and for modifying classroom content and expectations, in addition to an information-sharing venture. However, some teachers felt that excessive consultation was detrimental and usurped the regular class teacher's responsibility for resolving academic and behavioral difficulties within the regular school program

Influences on Program Operation

To some extent, factors in the general school curriculum were found to influence program operation Scheduling policies within the school dictated the manner in which students were scheduled into the resource room, and in some cases, partially determined the nature of resource room services. Active administrative support was important to some teachers, and was perceived to be the cause of program success or failure in two cases. Across the rest of the sample administrative support was characterized as moderate and passive, and teachers did not feel that it substantially helped or hindered their programs. This does not preclude the possibility that administrative support could have enhanced program operation, however, since teachers who lacked support could not judge its potential effects.

Although it seemed reasonable to suspect that the availability of multi-level courses within the general education curriculum would reduce the need for content-area classes within the resource room program, this trend was not found. Regardless of the nature or variety of course options and levels, resource room teachers frequently complained that general education courses were too difficult. irrelevant, and poorly taught.

Individual teacher characteristics appeared to exert the most influence on program operation. Resource room teachers in this sample had a great deal of freedom and autonomy. and had the potential to significantly influence the nature of resource room services. In fact three teachers had drastically altered their programs in the past year. based on their perceptions of appropriate programming for their school and their population of students. The nature of teachers' training also influenced the goals they established for their program. Teachers with a background in counseling and guidance tended to emphasize self-concept and self-responsibility, whereas teachers with a background in vocational education felt that work habits. attitudes. and vocational skills were more important. Teachers whose sole training was in special education were more likely to assign priority to academic competencies and basic skill remediation. The perceived inadequacy of teachers' special education background was a frequent comment, as many teachers indicated they were unprepared for their present position and desired additional competencies in vocational education and counseling/guidance.

Teachers' Perceptions of Resource Room Programs

Twenty seven percent of the sample indicated they were frustrated and dissatisfied with their positions. and were currently considering alternative career options. Teachers in tutorial programs tended to be more dissatisfied with their jobs, although the opportunity to engage in consultation appeared to enhance job satisfaction. All teachers were concerned about the adequacy of their programs. At best, teachers felt their program was assisting the majority of their caseload and neglecting a minority. At worst, teachers were uncertain whether their program was benefitting anyone. Teachers acknowledged that they didn't expect students to make significant progress but often found it frustrating to see so little evidence of success. Moreover, the potential for student failure was great and frequent mention was made of students who failed classes or dropped out of school despite a teacher's best intentions and efforts. In fact, three teachers indicated that as novice secondary school special educators, they had spent a significant and uncomfortable period of time assuming personal responsibility for student failures. This added stress to these teachers' lives and with experience, they concluded that excessive internalization of student problems was a deterrent to the development of students' self-responsibility and detrimental to their own self perceptions and effectiveness.

Teachers' Concerns

The issue of student self-responsibility was raised often during the interviews, and seemed to have an influence on the nature of teachers' activities within the resource room program. Although there was almost universal agreement that adolescents should acquire a sense of responsibility, teachers differed in their perceptions of the means to achieve this goal. At one extreme were two teachers who insisted that students accept the primary responsibility for their academic performance and behavior These teachers were willing to provide direct instruction to students but did not systematically monitor students' performance or continually remind students of their responsibilities Rather, these two teachers felt that students should keep track of their own assignments, ask for help as needed, and be subject to the same consequences as nonhandicapped students who choose not to meet expectations for academic performance and/or behavior. At the other extreme, one teacher was willing to accept primary responsibility for students' progress, including daily reminders to students of their responsibilities, careful monitoring of classroom performance through progress reports and report cards, and an external system of rewards for good grades and appropriate behavior. The other twelve teachers fell between these two extremes. Although many teachers believed that special education programs at the junior high and elementary school levels had not adequately prepared students for the independence and responsibility expected of high schoolers, teachers in this sample rarely used systematic procedures to shape or teach self-responsibility.

Relationships between regular and special educators were also a concern to teachers in this sample. Thirty three percent of the sample indicated that regular class teachers in their school were extremely cooperative and had positive attitudes toward resource room students. Another third of the sample found regular class teachers to be uncooperative and negative, and the remaining third indicated that attitudes varied widely across individuals. A relationship was noted between attitudes and consultation; resource room teachers who reported more involvement in consultation also reported favorable attitudes and cooperation on the part of regular class teachers. The development of trust between regular and special educators seemed to be critical for the establishment of cooperative relationships and teachers indicated that trust had to be earned through continuous contact and cooperation over time.

Accountability was another concern for both regular and special educators and many teachers discussed the school's responsibility to accurately inform the community and potential employers of a student's competencies. With the exception of one school that awarded a certificate of attendance (in place of a diploma) to handicapped students who deviated significantly from the standard curriculum, there were few attempts to indicate that a student's work in a course was significantly different from that of other students. Resource room teachers felt that regular teachers would be more willing to modify course requirements and expectations for handicapped students if these alterations were reflected on the student's record. In some cases, the use of alternative grading contracts specified on a student's IEP had eased accountability concerns

Resource room teacher activities

Instructional activities. Teachers were observed to spend from 18% of 59% of their time providing academic instruction to students. Consistent with the goals of different programs, teachers in tutorial programs predominantly assisted students with assignments from the regular class, whereas teachers with basic skills/coping skills components both planned and implemented instruction.

In general. the programs observed in this study appeared to be well disciplined and task oriented No teacher was observed to spend more than 4% of the observational sessions managing behavior. and miscellaneous activities, unrelated to instructional tasks were relatively infrequent ($\overline{x} = 5\%$).

Consultation with regular classroom teachers. Despite differences in expressed opinions regarding the importance and appropriateness of consultation with regular class teachers, the observed teachers were highly similar in the amount of time they devoted to these activities. Although one teacher was observed to consult with regular class teachers for 20% of the observational sessions, all other teachers were within 2 percentage points of each other in the proportion of time devoted to consultation. Teachers also relied on students for information as all teachers were observed to question students about their regular class assignments and performance.

Counseling and affective development activities. The proportion of time devoted to counseling/affective development activities was also highly similar across the sample. One teacher, who providing coping skills instruction within her program. was observed to engage in counseling/affective development activities for 26% of the time. However, among all other observed teachers. the amount of time devoted to this category varied minimally (from 2% to 7%). This finding was somewhat surprising, given that some teachers stated they spent significant amounts of time counseling students and other teachers stated that counseling was an inappropriate activity for resource room teachers.

Assessment. Teachers reported involvement in the following assessment activities: screening, classification/placement. program planning, and evaluation of individual progress. Only three teachers indicated that they used assessment data for program planning. This finding is not surprising, when one considers that the majority of the programs studied were comprised of tutorial and/or content-area instruction, rather than specific skill instruction. Moreover teachers indicated that assessment data from standardized tests were of limited utility. Rather, grades and teacher reports appeared to be important criteria for making placement decisions and for evaluating individual progress. Yet, a relatively high proportion of time was devoted to the administration of standardized tests (up to 19% in one class). Although the prevalence of assessment activity was an artifact of the time during which this study was conducted (prior to annual case reviews in many schools), assessment activities supplanted instruction and appeared to serve little purpose beyond meeting compliance requirements

IEP development and case conference attendance. All teachers stated that they attended case conference meetings and participated in IEP development. The nature of IEPs varied somewhat across the sample, but in only one case did a teacher develop individualized objectives for each student. Rather, IEPs typically were based on curricular goals or attainment of passing grades in regular education classes. Although some teachers criticized the instructional irrelevance of IEPs, others viewed them as important accountability documents that provided a mechanism for explicitly delineating expectations and shared responsibilities.

Recordkeeping. Although teachers frequently complained of the amount of paperwork associated with their role, they were rarely observed to engage in recordkeeping activities during observational sessions ($\bar{x} = 2\%$). However, the observational data are probably inaccurate, as these activities may have taken place before or after school.

Parent contact. During interviews, 87% of the teachers indicated that parent contact was a low priority activity. Consistent with this finding, parental contact was rarely observed in the resource room. One teacher, who had indicated that she worked closely with families, had the most observed parental contact (4%). Once again, parental contact may occur predominantly after school hours, so the observational data may be misrepresentative.

Academic Learning Time

The ALT data collected for 18 target students in six resource room programs provided additional information about the general classroom ecology, and complimented teacher observational data. Descriptive data collected with ALTOS indicated that students often worked independently on individual assignments. During ALT observations, the average class size was 5.6. yet only one other student was typically observed to be engaged in the same activity as the target student. Thus, it is likely that the teacher often had to divide her attention among three different activities that were taking place simultaneously. The data also indicated that target students worked independently, without any direct teacher involvement, for 22% of the time.

Students were observed to be engaged during reading and mathematics activities for 75% of the time and, conversely, not engaged for 25% of the time. Approximately half of students' non-engagement was attributable to off-task behavior, but over one-third of non-engagement occurred as students waited for teacher assistance with a task.

Teachers were observed to provide direct instruction for 46% of the observational sessions. In other words 54% of the time the teacher was either instructing another student(s) or was not involved in an instructional activity. A strong relationship was demonstrated between direct instruction and student engagement. When direct instruction was provided, the target student was engaged 91% of the time. On the other hand, when the teacher was not providing direct instruction, the student was equally likely to be engaged (51%) as not-engaged (49%).

Limitations of the Study

This study was designed to collect detailed data from a small number of secondary school resource room teachers. The sample was limited to teachers from a small geographical region within one state. Indiana's categorical certification requirements seemed to have important implications for programming within this sample and some findings may not be applicable to states with noncategorical teacher certification practices. Moreover. a limited number of resource rooms exhibiting a particular program type were observed, and therefore conclusions based on differences in program types will have to be verified in a larger and more representative sample

Furthermore, the methods employed in this study may have influenced the conclusions that were drawn. Interview data provided a significant amount of the information upon which conclusions were based, and may be subject to inaccuracies due to faulty memory and/or social desirability bias. The observational methodology employed also warrants consideration. Although teachers indicated that the observations did not influence their activities, this cannot be proven with certainty As discussed above, the reported data may overrepresent certain categories of activity while underrepresenting others, due to the time of day and time of year during which observations were conducted. Finally, the lack of differentiation across teachers in some activities despite the widespread differences in interview responses, may indicate that the observational methods were insensitive to critical differences in teacher behavior.

Conclusions and Recommendations

The secondary school resource room teacher is faced with a monumental task. She must work with students who over the course of their school careers, often have accumulated severe deficits in specific skills and cognitive abilities. The cumulative effects of school failure often cause her students to be unmotivated and negative toward school and instructional activities. Confronted with unusually large caseloads, demands on the teacher are further increased as students attend multiple classes and have contact with numerous teachers. Moreover, the resource room teacher may receive minimal support from her administrators and experience little cooperation from her colleagues at the high school level - due to negative attitudes lack of knowledge about special education, or concerns about accountability. She may have little opportunity to suggest modifications in instructional materials and practices, and even less chance of seeing such suggestions implemented.

Confronted with all these challenges, the high school resource room teacher has few resources at her disposal. Most likely her teacher education program did not provide her with specific training for the secondary school level. Although many different types of resource room programs are in existence, few are well-articulated and even fewer are supported by empirical data. In the absence of appropriate training and generally accepted and validated practices, the resource room teacher often structures her program in response to her own personal and professional philosophies or in reaction to students' immediate needs i.e. helping a student complete the assignment for this afternoon's class or counseling a student about an interpersonal crisis. Clearly, the provision of services to mildly handicapped adolescents presents some unique difficulties that have not been adequately addressed by the field of special education. The present study suggests that the following ten recommendations warrant serious consideration.

1. Teacher education programs should be modified to more appropriately prepare secondary school special educators.

The preparation of secondary school special educators should receive concerted attention from teacher education programs. Teacher training institutions must accept responsibility for stimulating the growth of more appropriate programs by preparing more appropriately trained teachers for the secondary school level. Special educators often appear most confident of their abilities in basic skill remediation (Newcomber, 1982; Wells et al., 1983); but the provision of services to mildly handicapped adolescents must extend into the areas of vocational education, social/affective development, and career/vocational education. Undoubtedly, additional practica and student teaching experiences at the secondary level will be beneficial. The addition of coursework in vocational education and counseling/guidance is advised. Moreover, teacher trainees should be exposed to a range of possible program models, as they may have considerable latitude in program design and operation once they enter the field. Finally, preservice and inservice teachers should receive training in methods that are appropriate for use with secondary populations. It was somewhat surprising that teachers in this study were rarely observed to employ systematic instructional strategies to enhance social skills, self-responsibility, or learning strategies. Despite the increasing coverage of such methods in the professional literature (cf. Alley & Deshler, 1979; Lee & Alley, 1981; Schumaker, Deshler, Denton, Alley, Clark, & Warner, 1981; Schumaker & Ellis, 1982; Whang, Fawcett & Matthews, 1981), teachers are either unaware of their existence or unable to integrate them into existing programs. In either case specific training is needed.

2. Certification requirements for secondary school special educators should be distinct from those of elementary school special educators.

The need for specially designed coursework and experiences for secondary special educators suggests that secondary and elementary special education training and certification should be somewhat distinct. Despite the unique characteristics of the high school setting. elementary and secondary special education still share many features in common, and teachers at both levels will benefit from training in basic remedial methods. However, adequate preparation of secondary special educators requires specialized training, with additional coursework in secondary level methods, vocational programming and counseling/guidance. Yet, Miller, et al. (1980) found that few states currently follow such a practice. The differentiation of elementary and secondary special education teacher training can provide a stimulus to state certification agencies and promote the alteration of present certification practices.

3. Effective assessment and instructional practices should be identified and empirically validated in secondary school resource rooms.

As demonstrated in the present study, teachers' approach to the education of mildly handicapped adolescents was often unsystematic and reactive. In lieu of empirically validated program models and instructional practices, program operation was often dictated by individual teacher characteristics and philosophies. Thus, resource programs could be drastically altered from year to year. as a teacher's philosophies changed or as a new teacher entered the program. Theoretically, a student could be exposed to four different educational approaches in the course of his/her high school career.

A related issue is the lack of appropriate assessment activities observed during this study. Although some teachers were observed to devote substantial amounts of time to the administration of standardized tests, these had little relevance for decisions regarding a learner's present or future program.

This is not to suggest that high school resource room teachers are arbitrary and capricious by nature, rather the state of the art in secondary special education is so underdeveloped that teachers have few guidelines on which to base assessment and instructional practices. In particular, effective mechanisms for assessment and instruction in the areas of general reasoning skills and learning strategies, motivation, self-concept, social/interpersonal skills, and career/vocational education await development.

Some researchers have made substantial progress in this direction For example, frameworks for vocationally-relevant assessment activities have been proposed by Cobb (1983), Gugerty & Crowley (1982), and Sitlington (1979), and field-tested devices have been developed at the University of Kansas Institute for Learning Disabilities (e.g. Matthews, Whang, & Fawcett, 1980). More widespread development and use of appropriate assessment devices, particulary those relevant to characteristics of the secondary, post-secondary, and work environment, are sorely needed to assist teachers in identifying learner strengths and weaknesses and in designing efficacious individualized programs.

Research at the University of Kansas also has offered a variety of specific intervention strategies; including techniques for increasing students' reasoning abilities and study skills. These techniques are particularly promising, in light of data suggesting that mildly handicapped adolescents have achieved a developmental state of readiness that makes them amenable to remediation of generalized cognitive functioning (cf. Feuerstein, Rand, Hoffman, & Miller, 1980; Feuerstein Miller, Hoffman, Rand, Mintzker, & Jensen, 1981; Rohwer, 1971). In the area of interpersonal/social skills, specific training packages have been developed by researchers (e.g. Schumaker & Ellis, 1982; Whang, et al., 1981; Hazel, Schumaker, Sherman, & Sheldon-Wildgen 1981) and experimentally validated with small groups of mildly handicapped adolescents. Recently, Adelman and colleagues (e.g. Adelman & Chaney, 1982; Adelman & Taylor, 1982) have delineated an interesting model for circumventing and enhancing motivational deficits. Finally recent articles by Brody-Hasazi et al., (1983), Clark (1981), Gerber (1982), and Sitlington (1981) articulate program models with career/vocational components.

Yet, data from this study suggest that practices identified through experimental studies and program models espoused in the professional literature have not yet found their way into the classroom. As discussed earlier, more appropriate teacher training practices offer a partial solution to the problems of dissemination and implementation. More importantly assessment and program models and practices must be evaluated in natural settings to determine whether they can be feasibly implemented and effectively maintained. The outcomes of such practices must be evaluated, both for short-term effects on student behaviors and achievement, and for long term effects on later adult adjustment.

The present study made a modest contribution by analyzing the provision of academic learning time in the secondary school resource room setting, and produced some promising results. The data indicated that a strong relationship existed between direct instruction and student engagement, i.e. when the teacher provides direct instruction, the student is very likely to be engaged (91% of the time). A large body of prior research has demonstrated that higher rates of student engagement are positively and consistently correlated with student achievement (e.g. Fisher et al., 1978; Lomax and Cooley, 1979; Rieth & Frick, 1984). Moreover, Rieth and Frick (1984) found that, when teachers were provided with feedback about their performance, and with strategies for increasing ALT, both ALT and student achievement subsequently increased.

Data from the present study suggest that aspects of the resource room environment actually inhibit the provision of ALT. In particular, if a diverse range of students attend the resource room each period, grouping practices are prohibited. Thus, it was not uncommon to observe a large amount of individual activity among students. This situation prevented the teacher from providing larger amounts of direct instruction, as she was required to divide her attention among individuals. More homogeneous grouping arrangements would permit the teacher to work with small groups of students and provide more direct instruction, thus increasing student engagement and student achievement.

4. Secondary school resource room teachers should be given more control over their schedules, caseloads, and grouping practices within their programs.

Appropriate educational programming for mildly handicapped adolescents will not be realized unless teachers retain some control over the scheduling and placement of students within their programs. As discussed above, the practice of assigning heterogeneous groups of students to the resource room each period mitigates against effective instructional practices. The resource room teacher should have as much input as possible into the scheduling of students. This must be accomplished through cooperation with the school's administrators guidance counselors, and department head A formalized departmental structure, with representation on school-wide committees, appears to be an important mechanism for promoting more efficacious program planning and implementation. In addition, staff development activities, such as inservices provided by special educators to administrators and other teachers within the high school, can be used to provide information and elicit cooperative relationships. Finally, support groups, composed of high school special educators within the school system are potentially effective vehicles for stimulating change and combatting stress (Shaw Bensky, & Dixon, 1981). Special education administrators must take a leadership role in encouraging and implementing staff development activities, and be willing to act as advocates for the secondary special educator, where necessary. Such active leadership and support appeared woefully inadequate in the present study.

In addition, the results from this study suggest that present caseloads may be highly unrealistic. Teachers in Brozovich and Kotting's (1984) study indicated that 17 was an appropriate caseload size. The average caseload in the present study was twice as large, and some teachers were expected to instruct and monitor up to 70 students! It is difficult to imagine how any teacher could provide appropriate instruction under such conditions. Local agencies need to be sensitized to this issue, and to recognize the futility of providing effective services to caseloads of more than 20 students. Furthering the development and implementation of consultation models within high school settings may also help reduce caseloads, as the resource room teacher can provide indirect services to many mildly handicapped adolescents through consultation with regular class teachers.

5. Programming for mildly handicapped adolescents should be on a noncategorical basis.

Noncategorical classification practices have been widely discussed and supported (Forness, 1976; Hallahan & Kauffman, 19878; Jones, 1972; Ysseldyke, Algozzine, Shinn & McGue, 1982), and some states have implemented such practices (cf. Brady, Conroy & Langford, 1984). The issue of noncategorial programming is particularly salient at the secondary level, where programming options may be more varied due to larger school size and the potential for specialization within special education departments. It was distressing to find, in this study, that the options in which students could participate were limited by diagnostic labels. A more logical and instructionally relevant arrangement would provide options based on the severity of a student's handicap and his/her instructional needs in different curricular areas. Without the burden of categorical teacher certification and student classification, more creative combinations of service delivery options might be made available to mildly handicapped adolescents.

6. Consultation models should be developed for and evaluated in the secondary setting.

Formal and systematic consultation was relatively rare within this sample, and similar findings have been presented by other researchers (Wells et al., 1983). The need for consultative services may be especially critical, in light of data suggesting that high school teachers are more likely to have negative attitudes toward special education students and that secondary teaching technology may be less than optimal Feasible consultation practices were implemented in two schools in this sample, and these arrangements appeared to be mutually satisfying to students and teachers. In one school, the special educator met one day a week with regular education teachers. In another, the special educator consulted with vocational teachers each afternoon, and had made significant progress in enhancing the acceptance of mildly handicapped students within vocational programs. Moreover, intriguing trends were discovered in the present study between consultation and other variables, including regular class teachers' attitudes and cooperation and resource room teachers' job satisfaction.

Although the data collected from this study cannot address the efficacy of these or other consultation practices, these findings suggest that consultation within secondary school resource room programs may have measurable outcomes. Extending the resource room teachers' consultation role necessitates the provision of structured time for such activities, building-level support and encouragement to enhance cooperation, and leadership from special education administrators.

7. The teaching of content-area courses within resource room programs should be discouraged.

An extension of consultation services within resource room programs with detract from other areas of activity. In this regard, the provision of content-area courses (e.g., science of social studies, etc.) within resource room programs warrants scrutiny. Often, teachers were observed to provide instruction in content-area subjects for which they had no background preparation. In this case, concerns about accountability appear to be justified, as students are being exposed to a substantially different experience than they would receive in a regular class. If additional consultative services were provided, the amount of content-area teaching within resource room programs might be reduced. In any case, it seems reasonable to encourage schools that permit content-area teaching within special education departments to develop mechanisms for reporting these modifications in curricular content and expections on a student's grade transcript or diploma.

8. Resource rooms should employ paraprofessionals to deliver tutorial services to students.

Tutorial services appear to be a prevalent component of special education programming for mildly handicapped adolescent, both within this sample and in other studies (Wells et al. 1983; Wujek. 1981). Tutorial services fulfill an important function for many mildly handicapped adolescents, who can benefit from the regular education curriculum yet require individualized assistance that secondary school teachers cannot reasonably be expected to provide. However, mere provision of tutorial services makes insufficient use of a special educator's training and expertise. Most likely, paraprofessionals are better suited for tutorial roles and would thus free the teacher to undertake more activities related to consultation, materials development, and specific skill training.

9. Provisions for transitions between junior and senior high school and between senior high school and employment should be more clearly articulated.

Teachers in this study often complained that elementary and junior high special education programs had inadequately prepared students for the demands and expectations of the high school setting Teachers were concerned about students' lack of responsibility and organizational skills. On the other hand, teachers in this sample were not integrally involved in preparing learners for employment or postsecondary placements. Although teachers discussed the importance of goals such as self-responsibility, self-sufficiency, and functional academic competence, they appeared to have minimal involvement with vocational education and rarely used systematic instructional procedures to accomplish these goals. The development and evaluation of high school resource room programming must take into account these transitions and provide for a continuity of programming across levels. The Office of Special Education and Rehabilitation Services has taken a commendable step in this direction by stimulating research and development programs for transition to postsecondary placements and employment, and we can look forward to more empirically-based information in this area in the near future.

10. Further research and development activities in the area of secondary special education are critical to the development of effective resource room programs

Much more research and development is needed in the area of special education for mildly handicapped adolescents. As discussed above, more appropriate program models and instructional practices await development. Most importantly, the efficacy of different resource room programs must be evaluated and shared with the profession. This study documented some intriguing possibilities for program models, including combinations of program components and shared responsibilities among special, regular, and vocational educators However, like most of its predecessors, the present research has been limited to descriptive data that permit no conclusions regarding program effectiveness. Researchers must systematically examine the diverse programs that have evolved within secondary settings, and evaluate the relation of program components to student outcomes. A combination of naturalistic and quantitative methods would be optimal for documenting changes in attitudes and behaviors resulting from program variables. In addition, much more longitudinal research is needed to evaluate program outcomes as adolescents progress through high school and enter adult society.

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Appendices

APPENDIX A

Interview Topics

Initial
Interview Topics

I. Background Information

A. Teacher

1. How long have you been teaching? Where have you taught?

2. How long have you been teaching in your present position?

3. What is your educational background? (schools and degrees held)

4. Are you presently enrolled in a degree program or are you taking courses? For what purpose?

5. In what areas are you certified?

B. Program

1. What is your room/program called?

2. What is your official title?

3. What other special education services are available at this school? How many other special education teachers are there here and what are their positions?

4. How many students are on your caseload? How many students do you see each period? For how many periods each day is a student scheduled into your classroom?

5. How are students scheduled into your classroom? Do students receive a grade and/or credit for their participation in the resource room program? How do you assign grades?

C. Students

1. What is/are the diagnosed handicaps of students in your program?

2. How would you describe the students in your program? From your perspective, why have these students been placed in your program? What types of difficulties do they have?

II. Teacher activities

A. Describe for me a typical day here at school, from the time you come in until the time you leave for home?

B. How are other days different from the day you just described?

C. Is there anything else that you do as part of your job that we haven't talked about?

D. You've been telling me about things you usually do or things which are typical of your job. Are there any other things which you do less often or occasionally as part of your job?

E. Specific probes (if following activities were not mentioned in 1-4) Do you do any of the following:

assessment
consultation
counseling
contact with parents
record-keeping
curriculum development
development of instructional materials
lesson-planning
IEP development

Do you attend case conferences and/or annual case reviews?

Do you attend other meetings here at school?

Do you participate in any extra-curricular activities related to school?

F. Let's go back and review what you have said about your job. You said you do...(review the activities the teacher has described, asking for confirmation). Now, could you go back and estimate about how much time you spend per week in these activities. For example, you said you teach 4 classes a day, about how many hours per week are you teaching? Now, how about ____________? (go through each of the activities discussed in questions A - E in this manner).

G. What are your goals for the students in your program? What do you hope your program will help them accomplish?

H. In your opinion, what are your most important activities as a special education teacher? Why are each of these activities important?

III. Influences on teacher activities

A. What factors influence the way your program operates?

B. How much freedom do you have to determine how your program operates? What is your opinion of the amount of freedom you have been given?

C. How do you think regular education teachers perceive your program? How would you characterize the attitudes of regular educators at this school?

D. What is your opinion of the administrative support you have received (from special ed. adminstrators and from building administrators)? Is administrative support important to the operation of your program? Why or why not?

E. If you could make changes in your program, what changes would you make and why? What factors prevent you from making these changes?

F. What prevents you from operating this program as you'd like?

IV. Teacher's perception of his/her program

A. What things do you like about your job?

B. What things do you dislike about your job?

C. How do you evaluate the success of your program? How do others evaluate the success of your program?

Teacher #2

Questions for exit interview
5/17/83

1. Go over observed teacher activities - working with students on regular class assignments, counseling students about academic programs, helping student decide which career courses to take, working with the aide to prepare materials, helping students take a test from regular class, filling out case conference forms.

a. Is this typical of your activities in the resource room?

b. What activities do you engage in that I didn't observe? Tell me more about these (including purpose of activity, frequency and duration of activity).

c. How do your activities vary at different time of the year? If I had observed your program in September, what types of differences would I have seen?

2. Go over initial interview conducted on 12/5/83.

a. How do you feel about the statements you made in this interviews? Are there issues about which you now think differently? Do you have different concerns than you did in December?

b. Based on my observations and our conversations, it seems that you are more reluctant to remove students from their regular class program now than you were in December? Is this true? Why have you changed your mind on this issue?

3. Would you like more contact with regular class teachers? Why or why not? What factors could facilitate increased contact with regular class teachers? Could you run this program without maintaining contact with regular class teachers?

4. How are you evaluated?

a. How are you evaluated by the special education administration in this system?

b. How are you evaluated by the building administration?

c. How do you evaluate yourself? What things tell you that your program is working or that you are being successful with students?

d. Do you think that regular education teachers evaluate your program? If so, on what basis do they make this evaluation?

5. How do you determine what the most important aspects of your job are? Can you make changes in your program? What could you do to change the operation of your program?

6. What about administrative support? Does the administration support you? Tell me more about this. Is administrative support important to the operation of your program? In what ways?

7. Once in class, you came to an assignment that a student didn't know how to do, and you couldn't figure out how to do it either. Does this happen often? Why does this happen? How do you feel when you don't know how to help a student? Does this detract from your instructional time with a student? How could this situation be remedied?

8. One goal of your program is that students initiate help or ask for help when needed; you encourage this behavior in the written IEP and through your interactions with students. Do you encourage this behavior from all students? Which ones? Do you take more responsibility for some students than others? How do you make this determination?

9. Students have options in this program; e.g., to not be identified to regular class teachers, to not work during their resource room period, to return to a regular study hall. Are these options truly controlled by the students? Do they have total freedom to make these decisions? How do you attempt to influence the decisions they make about their program and behavior?

10. When you teach, you seem to ask a lot of questions. You probe for understanding and provide partial answers instead of complete answers. Would you say this characterizes your teaching style? Is this the way you prefer to teach? How is your own instructional style influenced by the fact that you did not develop the materials yourself?

11. Do you like your job? Do you find your job to be interesting? Do you plan to stay in teaching? Why or why not?

APPENDIX B

Interview Documents

INTERVIEW SUMMARY - TEACHER #2
INTERVIEW DATE - 12/5/82

Characteristics of school - 3700 kids in school; attached to the school is "one of the best career centers in the United States".

School has 'tracked' classes in English, "to allow for the individual needs of the kids" - modified, basic, regular and X (which is accelerated). Most kids are in low levels, due to their reading levels, but "if they're truly leaning disabled, they don't belong in low levels because of their ability to understand." 2.1

School also has an alternative program "Learning Unlimited"...students contract for what they're going to do." Wants to use this program more often for "truly learning disabled" kids.

Teaching experience - Teacher's first year here and first year in a high school. Taught elementary school for about 6 years in IPS, and taught EH for 2 years in Florida. (Teacher feels her training and experience at the elementary level is helpful for reteaching, breaking down and modifying content for high school slow learners.) 2.2

Certification - Teacher had EH certification, and has recently completed an LD certification at IU (dual certification is required for position). Has a Masters degree in elementary education.

Students served - Teacher has 24 LD students on her caseload, sees 20 of these on a daily basis; mostly 10th graders (a few 9th graders). "A lot of the kids aren't truly learning disabled, ...a lot of kids we have are truly slow learners, they don't really fall into learning disabilities and they don't really fall into special ed; they're somewhere in between. 2.3

"For some learning disabled kids, its difficult to find an appropriate program; teacher describes one kid who has 115 IQ, and is bored in modified and basic classes, yet can't read or write. 2.4 Teacher has placed this student in Learning Unlimited, and teaches his English class (during this period, she also has 3 other kids).

Program - Students are placed in the resource room during a study hall. There are 4 options for resource room services (based on degree of disability). The student may be : 1) 'resourced' on a daily basis for one hour, 2) in a regular study hall, but when student feels need for help, he or she signs up for extra help (a certain grade average must be maintained in order for student to be served by this option, this is stated on the IEP), 3) completely assigned to regular study hall (usually because classes do not allow time for student to attend resource room), if student needs help, resource room teachers are available for an hour after school and student signs up to come in from
2-3 pm, and 4) students are watched in their classes, every 3 weeks a
progress report is sent to teachers, and if difficulties arise, student 2.5
is encouraged to come to resource room (for student who are maintaining
a C average and have been in LD or EH resource room programs in the past
and are now doing fine). Many of these students have elected to not be 2.6

identified ("we try not to identify the kids any more than necessary");
many are jrs. and srs. and are taking career classes. Otherwise,
students may be taking 3 hour career classes, and its impossible to 2.7
schedule them into resource room. Often, students do not need to be
identified, T. feels that sometimes working relationship are better if 2.8
the student is not identified.

For daily resource room students, teacher estimates that, in 75% 2.9
of the cases, she tells regular teachers: "this student has learning
problems, he's going to need special help. If you see any problems or 2.10
need my help, my backup, let me know. I'll be contacting you at
intervals..." Very seldom are these kids identified to PE teachers or
music teachers, however (in classes where written work isn't required). 2.11
Yet, often students take it upon themselves to go to the teacher and say
"look, I have a problem, I have to need to go to have this test read". 2.12

School's special education services - There are three resource teachers at the high school, serving one hundred twenty students in the learning disabled/emotional handicapped program. Mildly mentally handicapped are served in the special ed. program by three mimh teachers. A special center exists in another building for the moderately handicapped. The principal is the department head, "but he is kind of a figure head, he doesn't have that much to do with us". Department "meets on a weekly basis to discuss kids problems or changes that need to be made...throw out ideas. We all work together as a department, but we are separated, too." There is a separate counselor for special ed kids (who also counsels gifted kids).

Teacher discusses one problem with program: the 9th grade just
came to the high school last year and many of theses students were in a
self contained class in middle school. Now "they're thrown into a school 2.13
that has 3700 kids, they have to work with 4 or 5 teachers, plus me.
It's a really gigantic adjustment."

Right now, the special ed department is working on designing a
math program. LD kids often take basic math class through the special ed 2.14
program ("they do this out of the goodness of their hearts; they don't
have to take our kids"). The next step in curriculum is Introduction to
Business, which requires a lot of concepts and reading. The curriculum
really needs a math class which teaches functional math; consumerism and
budgeting, without all the reading.

Scheduling of students - Attempts are made to divide students up
by grade levels, so teacher has to deal with a smaller number of
subjects (for example, teacher has most of kids taking basic math).
Otherwise, "just has to go by kid's schedule", one period may have 2
kids, next may have 6 or 7. Teacher sometimes takes kids out of regular
classes, "I recently took some of my kids out of math for 3 weeks for 2.15
intensive work in fractions, because they weren't getting that one on
one help that they had to have. Teacher usually sees kids for 1 hour
each, unless she takes them out of regular classes in addition to their
resource time. Providing appropriate services to all students is often 2.22
difficult, due to schedule conflicts. For example, teacher attempts to
teach English class to an individual student as she simultaneously works 2.23

with 3 other kids. "A lot of kids would benefit from individualized
instruction and programs, but our time does not allow us to do this." 2.24

Instructional duties - "...tutoring, reteaching skills, helping
with homework, getting assignments done, helping kids take notes and
find out what's important in a chapter so he can do an assignment. Lots
of times I'm reading tests to kids... a lot of kids come down for me to
read tests...working on a lot of reading skills, vocabulary (vocabulary
seems to be one of the main problems). Don't really have enough time to 2.25
do as much reading as they need...during that hour, the kid may have
assignments in 4 classes, so with 4 kids I could maybe be doing 16
different assignments, which is completely ridiculous...we usually try
to pick what's the most important or what's due the next day or what 2.26
they have the most trouble with or what they're not going to be able to
get help with at home. For a lot of kids, English is the hardest
subject, so I do spend a lot of time on English. Another problem, 2.27
because the kids do take career classes, I have electronics and woods,
which I can help with the bookwork part, but I don't really have the 2.28
understanding of the technical part." Teacher's schedule gets "more
hectic" during the middle to end of 6 weeks, as kids need to have more 2.29
tests read.

Contact with other teachers - Teacher encourages other teachers to
send students down during class periods (i.e. math) "when they're not 2.30
going to get that extra help in class. Our kids do tend to be behavior
problems if they don't understand what's going on... most teachers are 2.31
pretty happy to get rid of them, then too, sometimes they're not so
happy to send them. They don't know what I'm doing, they don't know me
that well yet." Many of these students need extra teaching, but high 2.32
school teachers are content area oriented "so I feel its kind of my 2.33
responsibility to bridge that gap...lots of times they're receptive to
it, but they also fear the lawsuits, when a student's been given a grade 2.34
and he truly doesn't know the subject material." Teacher describes an
English class, which her freshmen were all flunking; "one of two things
were wrong; either they don't belong there (but according to the course 2.35
description, they belonged there) or the teacher is doing something
wrong. But you can't go in to the teacher and say, you're doing this
wrong." Teacher took out one of the boys who was having extreme trouble 2.36
and did some teaching on her own with him, found that things presented
in certain ways enabled him to function.

A reading specialist does work with the English department,
training teachers to work with 3rd and 4th grade readers. Reading is 2.37
stressed a lot in the modified and basic English classes.

Teacher doesn't feel she consults with English teachers, since
reading specialist is available; but does so with other teachers at
times. For example, if a kid is flunking a class, teacher has "gone to 2.38
bat", gone in and said "what can we do? What do you feel comfortable
with, what can I do to help you? Can I take those kids out?" Some
teachers don't understand why a kid doesn't know his facts, "and here 2.39
he's been studying his facts for 8 years...I try to get one of the
teachers to let him use a fact sheet. I do work with the teacher in
getting the teacher to give this kid a break." Teacher doesn't have a 2.40

lot of time to help regular class teachers individualize or modify materials, "this is not really our role".

Teacher describes another problem with regular classes; "LD kids
are not necessarily the lowest ones in class, teachers have a real hard 2.41
time giving those kids a break when there are 10 more sitting there who
are as bad or worse, and they're not getting help. You really work with 2.42
teacher attitude" (more than suggesting specific ways to modify
curriculum).

There is no scheduled time to see other teachers, as kids are 2.43
scheduled in every period, "...that's because of the kids' schedules,
you have to work around these". Teacher does have an aide for 2 periods
(one aide is shared between 3 teachers). Sometimes, teacher can leave
her class with the aide if she needs to go see a teacher. Also, she can 2.44
see teachers from 2 to 3pm, "if we don't have kids coming in" or at
lunch. Also, teacher sends notes to communicate, "We have an
unbelievable amount of paperwork - every 3 weeks we send out progress 2.45
reports, which the teachers love."

Teacher activities:

Instruction - Most of school day is spent teaching, in classroom.
Contact with other teachers - Teacher estimates about 45 minutes a day 2.46
for consulting... "catch them when you can".

Planning - doesn't have to plan lessons as such, except for one
student who takes an English class in resource room. "A lot of planning
is done at home". Teacher may need to brush up on algebra at home, in
order to help a kid next day. "Thats a real problem, a lot of times 2.47
they'll come in to you panicking the day something is due...we do try to
encourage them to give us a day's notice, so we can prepare." Teacher
estimates she may spend 3 or 4 nights a week "brushing up on subjects".

Paperwork - "Whenever you have time...there's some time during class, because you don't have to be with someone every minute...can jot something down while I'm sitting there working with someone." Aide also helps with paperwork.

Assessment - administers standardized tests for annual case
reviews, and if "kid is really having a lot of problems...if we're not
sure if he placed correctly, teacher may come to me and say I don't 2.48
think this kid belongs here - but we can't pull him out on the basis of
that." Also assess student informally; has him read, talks to him, to
see if he's placed correctly. Teacher uses KeyMath and WRAT spelling and
gives Woodcock reading once in a while. Time spent on assessment is
variable, perhaps an hour a week. Teacher has to test kids when the aide
is in the room.

Parent conferences - "try to do a lot of conferencing with 2.49
parents". First 6 weeks, teacher tries to get all parents to come in;
tries to keep in contact by phone, often writes notes home. On the
average, teacher makes 2 calls a day, perhaps half an hour per day. 2.50
Around progress report time, and near end of six weeks, teacher has more

parents contact "trying to prepare them for how the kid's doing". If kid is having a real problem, teacher may take time during a period to call, otherwise calls after school or at home.

Other issues - We stress that students "take responsibility for their own learning, initiating "I need help", telling a teacher "I have a reading problem, I have to go to the resource room to have a test read 2.51
for me", bringing materials to class. We write it on the IEP, there are certain procedures they have to follow; if they don't they are returned to regular study hall until they decide that they will follow those 2.52
procedures." Kids always have the option to go back to regular study. 2.53
"The most frustrating thing is attitudes of kids and teachers... and of course you can't change attitudes very easily. A lot of kids are so turned off, and its just an impossible task to find things that motivate them." 2.54

Desirable changes in program include: having more time to meet 2.55
with other teachers, seeing consistent number of kids each period (i.e. 3 kids), "instead of 1 here, 6 there". 2.56

Teacher #2

Questions for exit interview
5/17/83

1. Go over observed teacher activities - working with students on regular class assignments, counseling students about academic programs, helping student decide which career courses to take, working with the aide to prepare materials, helping students take a test from regular class, filling out case conference forms.

a. Is this typical of your activities in the resource room?

b. What activities do you engage in that I didn't observe? Tell me more about these (including purpose of activity, frequency and duration of activity).

c. How do your activities vary at different time of the year? If I had observed your program in September, what types of differences would I have seen?

2. Go over initial interview conducted on 12/5/83.

a. How do you feel about the statements you made in this interviews? Are there issues about which you now think differently? Do you have different concerns than you did in December?

b. Based on my observations and our conversations, it seems that you are more reluctant to remove students from their regular class program now than you were in December? Is this true? Why have you changed your mind on this issue?

3. Would you like more contact with regular class teachers? Why or why not? What factors could facilitate increased contact with regular class teachers? Could you run this program without maintaining contact with regular class teachers?

4. How are you evaluated?

a. How are you evaluated by the special education administration in this system?

b. How are you evaluated by the building administration?

c. How do you evaluate yourself? What things tell you that your program is working or that you are being successful with students?

d. Do you think that regular education teachers evaluate your program? If so, on what basis do they make this evaluation?

5. How do you determine what the most important aspects of your job are? Can you make changes in your program? What could you do to change the operation of your program?

6. What about administrative support? Does the administration support you? Tell me more about this. Is administrative support important to the operation of your program? In what ways?

7. Once in class, you came to an assignment that a student didn't know how to do, and you couldn't figure out how to do it either. Does this happen often? Why does this happen? How do you feel when you don't know how to help a student? Does this detract from your instructional time with a student? How could this situation be remedied?

8. One goal of your program is that students initiate help or ask for help when needed; you encourage this behavior in the written IEP and through your interactions with students. Do you encourage this behavior from all students? Which ones? Do you take more responsibility for some students than others? How do you make this determination?

9. Students have options in this program; e.g., to not be identified to regular class teachers, to not work during their resource room period, to return to a regular study hall. Are these options truly controlled by the students? Do they have total freedom to make these decisions? How do you attempt to influence the decisions they make about their program and behavior?

10. When you teach, you seem to ask a lot of questions. You probe for understanding and provide partial answers instead of complete answers. Would you say this characterizes your teaching style? Is this the way you prefer to teach? How is your own instructional style influenced by the fact that you did not develop the materials yourself?

11. Do you like your job? Do you find your job to be interesting? Do you plan to stay in teaching? Why or why not?

Sample of Field Notes
T#2
3/8/84

Teacher is preparing forms for annual case reviews this period. R goes to observe in the career center, M works on his language arts and TS works on a packet of worksheets. T checks with M and TS only once during this period. She later tells me that one of her goals for TS, and for most other students, is to have him ask for help. He never did, and she never checked with him again.

T did spend some time this period talking with Tn. He is returning to regular study hall this period, as of today. T has tried to work through a variety of programs with him, including the alternative english program, yet she reports that his attitude toward the resource room has not changed. "He doesn't want to be here". T later tells me that she spent 1 hour reviewing resource room goals with Tn last week, including the goal that he ask for help.

T asks Tn if he has brought in a note, with his mother's signature, regarding resource room change. He says "no". T prepares a note for him to take home and gives it to him. She then sends him down to the counselor and he returns, sullen and quiet, seemingly angry. T probes him about what the problem is; basically he tells her to "mind your own business". T lets this drop and sends him to study hall. (T seems disappointed, frustrated; I know this is a student with whom she has spend much time and energy.)

R returns from career center and T talks with him about what he saw. T probes him about specific classes. He asks to see more things and T probes him about his specific interests. He's not sure of the names for some classes. T give him a short 'lecture' about deadlines - that he needs to figure out what he wants to do and to get his schedule into the counselor.

T talks to me when R leaves. She tells me that this is the most R has talked all year. She tells me about his recent behavior (he set someone's hair on fire, was suspended, and lost all his credits last semester). T tells me that she's requested that R be included in the SAVE program, which provides early entry into career center classes for potential drop outs, but she knows that her request will be denied. She tells me she can understand - they want to give this chance to students who have more potential than R, and they have "written R off as a loser". I ask if T really believes SAVE could help R, and she responds that "all the options haven't been tried yet". She goes on to tell me that the most frustrating part of her job is motivating kids. Ninth and 10th graders have no purpose, no goal, and they're immature - there's not much that T can do for kids when they're unmotivated. T feels that vocational classes are motivational, but they often come too late (typically, not until junior year).

Exit Interview T#2
5/17/84

*Note - T=Teacher
I=Observer

I describes what she observed in this class: working with kids on
regular class assignments (every time during observations), counseling
about academic programs...(student enters room and shows teacher an A on
test, teacher squeals with excitement and conversation is interrupted). 2.49

I then asks T if she's proud of this student's accomplishment. T
says she is, and relates that she has talked to this student a lot in 2.50
the past week and has asked student to talk with counselor. T notes that
she has learned a lot from the counselor. T has encouraged this
particular student to come in and "to let him know that I wasn't going
to deal with him on this fakey, snow-job business. He's real good at it, 2.51
but he's had to be, in order to not flunk anymore classes than he
already has. I told him that's a good skill to learn...but don't pull
that here with me, when we're dealing on facts, as far as school-work is
concerned. And I said 'be honest with me, tell me how you feel, tell me
you don't want to come, I don't care'". I asks T if she really doesn't 2.52
care, and T responds, "no, I do care. But, I will not own your problem
anymore. I owned a lot of the kids problems at the beginning of the year
and its taken me a semester to say, I was doing them more harm than I 2.53
was helping them, from the standpoint that I was giving them someone to
blame - me - for not doing what they were supposed to be taking the
responsibility to do. I was going to their classes and getting their
assignments...things that they could do, even after I had shown them 2.54
some organizational techniques for writing down assignments and giving
them ways to do it, they still weren't doing it, because I was! So I've
had to learn some of those things and I do tell the kids that...I don't
care, they know that I don't mean that I don't care about you. I'm 2.55
saying to them that I will not take your responsibility and I am not
going to stay awake at night, worrying, because you're flunking a class.
You're choosing to flunk that class, most of the time."

I asks T if sometimes she feels she's evaluated, by regular
classroom teachers, in terms of whether or not her students succeed. T
agrees that she sometimes feels this way, but notes it can sometimes be
the reverse. "I definitely can say, I think I made the difference here.
I definitely did, because Don has no organizational skills for 2.56
organizing material to even get it studied, and that was my role to help
him...so it was my organization and my knowledge of how to organize;
using the note cards and going over it with him and we read chapters
together, some basic things you and I have done our whole lives to study
for a test, he doesn't have it as well as most of the kids. But, this
can also be a detriment, because, if he had taken this test here, I've
had teachers, and in the last few weeks with a new kid I have, tell me
that they think I'm giving him the answers. So, it can turn around and
be the other way." T describes a student she has been working with for
the last few weeks, who is new, and how she's tried to get him to accept 2.57
"that he does need help and he does have a problem". Student had been
getting Ds and Fs on tests, "he has real test anxiety...it freaks him

out to see a test, and so I encouraged him to take his test up here, 2.58
which he did, and I did sit with him, but I never gave him any answers.
But, because he ended up with an A on the test, the teacher assumed that
I gave him too much help. I had a real hard time dealing with that 2.59
because it was an insult to me. I tried not to take it that way, but I
felt like it was." The teacher asked 'did you help him on the test, did
you give him the answers' and T responded "'Yes, I helped him on the
test, these are the kinds of things I said to him on the test' and I 2.60
kind of role-played back what I had done on the test and she said 'well
I don't go along with that at all because I don't answer any questions.
It should all be up here'...the problem is, this is a modified math 2.61
class, so Shaun's problems are not atypical of everyone else (modified
Algebra class)...he has to have somebody that's willing to sit and be
very patient and we've had a lot of discussion about how she treats him
in class and that she's not patient with him...and is not willing to 2.62
explain things. And she's told me this, on his progress report, 'he
needs to learn to ask questions more quickly' is how I think she put it.
And, to me, she's missing the whole point of him being in this program.
And my philosophy of teaching is not like hers and that's hard for me to 2.63
deal with, because I don't feel its wrong if a kid comes up and says to
you 'am I on the right track?' even if its a test. Now, I see nothing
wrong with saying 'yes' or 'no' and that's it." I asks how this was
resolved and T describes an incident where Shaun did not come up and
take next test and received a C+ on test. T asked Shaun if he was
satified with a C+, he said he was, so T told him it would be less 2.64
hassle to stay in class for tests from now on, since he would have to
continue to deal with teacher's attitude about tests. Shaun told T that
was why he stayed in class, and his low grade was due to not completing
all problems. T adds "I feel its his right to be able to finish that
test (he should have more time because he's LD). I said 'Shaun, I think 2.65
you should deal with that. I think I'm going to create more problems for
you by speaking in your behalf. I think you should go to her and say I
accept this C+ this time but from now on I would appreciate being able 2.66
to go to the resource room after school or sometime to finish that.'" T
is uncertain whether or not student is mature enough to do this, and is
uncertain about how severe the teacher's attitude really is. T says
she's not real worried because student is getting B- in class and says 2.67
he's satisfied with this. "Now, if he had said 'No', then I guess I
would have been more willing to fight for him." T notes also that she
has backed-off since its the last 2 weeks of classes.

I asks if T must work on changing teachers' attitudes and T
explains that LD teachers have discussed this with department head (who
is also the principal). Teachers have suggested "doing some role-playing 2.68
situations in front of different departments, so that they see what a
typical resource program period is like, that they see that we're not
typically just working on assignments but truly teaching them how to do
some process things...teaching some study skills." T has recently been
assigned to a committee that will investigate the needs of teachers and 2.69
says that teachers are feeling the need for a resource teacher for
regular kids, in a study-hall, that would help students who don't
qualify for programs. T interprets this as positive and states "I do
feel we are accepted most positively by most people." 2.70

T returns to earlier discussion about student's grade and notes
that students should have the option to decide what grade they will be
satisfied with. "If the kid is satisfied with a D, then we ought to be
satisfied with a D. Not that we should not encourage betterment, or 2.71
working up to his potential, but sometimes getting a D is OK for this
kid and this time in his life. That we don't set goals of getting a B or
an A but that we say 'OK, we realize you're going through some rough
times at home, a lot of things enter into it, and lets just say that we
are going to work to pass all your classes. And sometimes that's all a
kid can do at that point. So, as long as Shaun is satisifed with a C in
that class, why create more hassle for him and, in turn, for me.

T adds that Algebra teacher has also responded to this incident by 2.72
saying, "I knew all along he could do it. He just wasn't (trying)." T
describes how an important part of her role, as resource teacher, is
giving kids ways to cope with other teachers, emotionally as well as 2.73
academically. T continues to describe the way the math teacher runs her
class, relying a lot on the copying of board-work. Student must invest a
lot of energy in copying, because this is a problem for him, but then he
doesn't understand how to do the work, and he needs someone to sit down 2.74
with him and explain how to do specific examples. "But she refuses to do
that...he goes up to the desk and that she tells him that he should have
been paying attention, that she'd been doing these examples on the
board." T continues to describe further incident, where T told Shaun to
get his book open, and since he hadn't finished copying from board, he
told her he would as soon as he finished "and she attributed this to 2.75
being disrespectful. Of course, I don't know what attitude and what tone
of voice he used with her. But, he says he feels...she's hassling
him...I think he feels he's been set apart from the group because he
gets this extra help." Teacher did agree to place Shaun near the door,
so he could leave with the least notice, but he still feels that leaving
the class to get help has a cost, as teacher will react negatively to 2.76
him because of this. T consequently told student to stay in class, keep
his mouth shut, look busy for the last 10 minutes of class and come in
2nd period for help.

I asks whether T has to seek this teacher out to iron out these 2.77
difficulties and T responds that, as with most others, she has to
initiate teacher contacts "they think that's our job." I asks whether
teachers understand what learning problems are and T responds that LD
students are "viewed as typically lazy and not trying, maybe before they
get in the program. Then after they get in the program, I think some of
the teachers tend to be the other way sometimes, to give them too much
of the benefit and they don't realize that just because they're 2.78
classified under some label, that does not mean they should have less
expected of them". I asked if something could be done to help teachers
have a better understanding and T suggests that "at sometime, we attend
each of the department meetings...Joyce and I together, and go through,
this is how we typically work with a kid to study for a test or this is
how we work with a kid to get information out of an assignment. I made
some comments that I felt were real appropriate at a meeting we had
recently (committee that T serves on with regular teachers)...we were
discussing 4 types of learners, our kids typically fall under 'those who 2.79
can and won't'. They can, but with special help. I think that in order

for a kid to be classified LD that they should be able to and should be
processed into these classes that they can succeed in...and the
modification is the modified program. So, what I said was I thought we 2.80
needed to look at some of the teaching methods that are going on, in the
whole school." T describes activities she's done with kids, "things that
they couldn't understand, that were being presented one way. When they
came here and I broke it down for them...it goes back to task
analysis....little things, I can think of a list of things that I could 2.81
give a teacher that would say, 'when you're giving instructions, list
them one, two, three instead of in sentence form', 'do not assume that
the kid knows anything as a basis to start'". I asks whether or not
these things are just common sense, and T responds, "its common-sense to
me, but see...I have an elementary school base, which helps me
immensely." T goes on to explain that high school teachers are
"content-trained, they're not method-trained. They're not taught how, 2.82
they're taught what." T agrees that its a problem "9 times out of 10" of
not knowing how to make modifications. Even teachers of modified classes
have not had training in these types of procedures. T goes on to say
that the English department has done a wonderful job; they were 1st
department to modify classes "mainly because they saw a reason because 2.83
of so much Language Arts problems, reading problems, whatever". T has
high praise for reading specialist, "she has gone in and taught these
teachers how to teach this kids. And this is what every department 2.84
needs. And they're talking about next year, trying to get a math
specialist to do the same thing with the math programs."

I asks if every department has modified class and T says only
exception has been P.E. class. But, since resource teachers have done so
much griping about required Health class that the department will have a 2.85
modified health class next year. I asked who they griped to and T
responds to the department head and the teachers (dept head is also one
of assistant principals).

I asks T whether she could run program without teacher contact,
not bothering with all hassles that result from teacher contact. T does
not agree with this, "because the kid is not concerned with that, the
kid is not concerned with learning coping skills. You have to almost 2.86
force that down him, and that comes through teaching the academics,
because you're really teaching coping skills or strategies when you're
teaching the academics." T gives examples of coping skills she teaches,
e.g. how to study for a test, "but see, the kid is not concerned about
thinking or generalizing 'oh, I can use that next week when I have to do 2.87
the same thing'. This is the assignment and I have to get it done. The
reality is, if I don't get it done, I'm going to flunk." I suggests that
kids could still bring in assignments without having to contact regular
class assignments. T explains that she doesn't often go back to teachers 2.88
to monitor students' progress, she can get this through progress
reports. Rather, she goes to teachers to find out what students do in
class, "which makes me better understand why they don't come to me
better prepared or why they don't come to me with an assignment." T 2.89
describes how students play teachers off one against another, and says
its sometimes necessary to have a conference among all his teachers.
"Sometimes a kids has to know that there's communication there, so they
give you better information." Some kids still slip through; T doesn't 2.90

communicate with some teachers "hardly at all...because the kid's coping
by himself, I don't need to." T has most contact with math, english and 2.91
science teachers; has much less contact with career and P.E. classes,
although she has been in contact with P.E. teachers "because the kid
isn't dressing, and then I try to talk through it with them, why aren't 2.92
you dressing, how do you feel about it, what are your reasons, stuff
like that. If we didn't talk to the regular teachers, we wouldn't get
straight information."

I asks if T would trade her instructional time for more time to
contact teachers and she says "no...that's not where its at. The fact
is, the kid's got to pass the class and I've got to try and do all I can 2.93
do, along with him or her doing all the things they can do, but I'm not
so sure it helps the kid all the time. You need to touch base once in a
while, just to make sure you're getting the story straight and just to
make sure that things are going along so that the kid can't pull one
over on you. But, the kid needs to learn to do some fending on himself.
The kid needs to learn to do some of this communicating with the teacher
himself. I don't go set up times for the kid to come down, I say 'these 2.94
are the times I'm available. Its your responsibility to tell your
teacher'. And most of the time, it takes some working through, but most
of the time they'll do that."

I asks T how she determines what her most important roles are,
given that her time is limited. T responds "I had to learn a lot touch
and go, but I have talked to Joyce and I have talked to the other people 2.95
around here. I had a hard time dealing with the philosophy. I spent a
lot of time calling my supervisor and saying 'is this my job, is this
what I'm supposed to do?' It was real hard for me to...make that
decision." T says that supervisor's input helped, although "its not
always so black and white. There's a fine line, just like there's a fine
line between what you do, whether its going to help a kid or hurt
him...too much medicine and its going to do more detriment. A little too 2.96
much helping can do more detriment than if you didn't. And I guess what
I've had to decide is what is going to help the kid, in the long run,
and its had to be individual too...the maturation is different with some
of them. I've got 9th graders and some of them are so immature. I don't 2.97
treat them the way Joyce treats her juniors or seniors. That's our goal,
that the kid will get to the point where he'll be in regular study hall 2.95
and have the responsibility to sign up. And there's been a lot of times
where my frustration has taken over and I've said, 'I can't deal with
this kid anymore' and that is good...with one, it worked out that it was
good for him because he went back to regular study hall. He was flunking
here, and I don't feel bad about my decision." T describes how student 2.99
kept her room in an "uproar", student didn't want to be in program,
although mom wanted him to. "We have just found that you cannot force
them. If they don't want to have the help, there is nothing I can do.
And me, I was brow-beating myself."

I asks how T evaluates when a kid is benefitting from her help and 2.100
she responds "grades are part of it. Seeing kids grades go up or seeing
kids continually bring their work to class...coming prepared to work.
Sometimes the greatest achievement of all is having a kid say 'I need 2.101
help'. You cannot believe how long its taken some of them to say that.

They'd sit here all period long and before they'd ask you and you'd say
why aren't you doing your assignment and (they respond) 'I don't know
how to do it'".

I asks why its so important to T that kids be able to ask for
help. T says this has evolved, for her, this year. T agrees that she 2.102
didn't feel this was an important goal previously, but "I think its
evolved from my own feelings about...owning the kids problems and being
real frustrated with that. I had a real hard time dealing with this job
when I first came here because it was so easy to go home and say 'this
kid flunked a test and oh, my gosh, maybe if I had done this he would 2.103
have passed'. I went through this all along. Then in the course...of the
semester, I was still asking kids 'do you need help'. One of our goals
on the IEPs that we write is that the child will initiate help, from the 2.104
resource teacher, to complete academic assignments." This is a
department-wide goal for the LD/EH program. T notes that she used to 2.105
"allow kids to be a non-participant", not helping kids to realize that
they were not competent to do everything.

I asks how T would respond to someone who says "well, that's a
coping mechanism for you, to throw responsibility back on the kids". T
responds: "number one, our whole reason for being in school is to learn
ways to cope with life. The kids will not have someone standing over
them at a job and saying 'did you do this, did you do that'...they won't
be asking them, 'did you do it' but 'why didn't you do it'. Number two, 2.106
regular teachers, if you want to say, give up way before we do and the
coping they do is to just give an F...or a detention for behavior that
is not appropriate or not conforming. So I really feel that we are
teaching some responsibilities that they can carry-over into real work
situations.

I asks about kids who can't ask for help, and T agrees that she'll
ease them into this responsibility. "Usually if the kid is a
hard-worker, comes in and gets started, I'll go over to him and say 'how 2.107
are you doing'. I won't go over to him and say 'do you need help' but
I'll say 'let me check how you're doing'. And a lot of times, they're
not to the point either, they'll say 'I'm finished with my work' and
I'll say 'do you want me to check it?'" T says she sees kids acquiring
these behaviors. "They see the pay-offs of being in the program. They 2.108
see the pay-offs of passing. They may not always get an A or a B or a
C...by the time they're a junior."

I asks T which she feels is more important, getting kids to
graduate or getting a kid to acquire self-responsibility, as that choice
might be necessary. T says there are a couple of answers "our society is 2.109
based on, the only way kids are going to succeed (make enough money to
live) is with a high school diploma, so yes, I think the diploma is very
important. But, in getting there, I also feel that if it takes a kid 6
years to get through high school it should take a kid 6 years. And I 2.110
think that's North Central's philosophy. Some kids have to fail. And the
fact that I am not responsible for their failure has been something I
have had to deal with, the fact that they are the ones that have to be 2.111
responsible. They have to choose whether they will be truant, they are
given a choice. You will not like everyone in your life, you may not

like Mrs. so-and-so, but you're going to have to deal with her because
that's the way life is, because when you get out and get a job they'll
be people you don't like...but if the kid chooses not to go to Mrs.
so-and-so's class and flunk that class, then they deserve to flunk that
class because they know what the rules are. Yes, the diploma's important
but I do feel that teaching them, being responsible for themselves and
behavior, academically and socially, is very important. Its up there 2.112
with the diploma. But the end result, we have to work with the diploma
because that's the cruel reality."

I asks about the way that T taught. One of things she did was ask
a lot of questions, without giving answers, probing students rather than 2.113
giving answers. I asks whether T's style is influenced by the fact that
she's helping students with assignments from other classes. T feels that
her teaching style is still her own, "because that's one of the things
we were taught at Ball State, that the child will remember it a lot more
if its something he thinks of...if its in his own words and if he hears
and sees it in a lot of different methods. But, I've always done
questioning." I tells T that she did this more than other teachers and T 2.114
admits "there's a lot of times when I do go ahead and give them the
answer, if a lot of different ways of questioning doesn't do it". I asks
if T feels free to use teaching methods she feels are effective and T
says she has this freedom. T doesn't feel she would teach differently in
another setting and adds that "I'm not really responsible. I don't feel
its my job, I guess this is another pet peeve I have, to do the
teaching, to do the instruction. We were taught
teach-practice-apply-reteach and I feel that, before the kid comes to 2.115
me, the teaching should have gone on. It doesn't, always, and that's
what really ticks me off." I asks how T knows that teaching hasn't gone
on, and T says this is through her own observation, as kids aren't
exactly honest about this. "I've done enough observing. I know, when I
go into the room, whether or not teaching is going on."

I asks T how often she gets out to observe. T tries to get into
the classes "of all the teachers that I have" at the beginning of the
year..."to see what kind of teaching style, how they work with kids", 2.116
although T admits that these observations disrupt the regular classroom
activities and make teachers feel somewhat uncomfortable. T has also
gone in to do observations of kids who needed evaluations or
re-evaluations. Although some teachers have the aide do these (aide is a
licensed teacher) T would rather conduct her own observations "it gives
me an opportunity to see the kid in the class...now I know what he acts
like. Most of the time the kid does not know I'm in there for him, 2.117
they've never seen me before. But, it also gives me an indication of how
the teacher teaches." T comments that she tries to observe for at least
half an hour and notes "running account of kid's behavior...things that
I think are kind of negative from a teacher that are going on, that may
be affecting this kid's behavior. Is she saying, is it her tone of voice
or through her facial gestures, what are some things that could possibly
be bringing on this response." I asks if T shares this and she responds
that she usually doesn't, "but I have said things, I have gone to 2.118
teachers when kids have said (something negative about teacher) and I've
said, 'I know that this can't possibly be right'. Or I'll say, 'I'm real
concerned about what John said today and I think maybe its something I

should share with you'. And I have, just Monday, a kid come in
and...say, is it right for a teacher to say...'you don't know anything'.
I'm still a person, he's saying. Well, it puts me in a real bad position
because I don't know if its truly what she said. If it is, I have do say
'no, I don't think that's right', because I don't. But, I'm also not
dealing with a whole class of 16 kids, who are very typical of him and 2.119
his problems, and I know the kind of behavior he can exhibit because
I've seen it...and my questions were 'what prompted her to say that,
what did you do, what did you say, what was your attitude'. But I have
been real tempted to go back and say to her...you see, he got suspended
for 3 days because he struck back at her (verbally). And I dealt with
him from the fact that 'did this get you what you wanted? Did your
action of striking back get you what you wanted'. You have to be real
careful because I don't know if that's my job. I'm not sure I would want 2.120
someone coming in my room and saying 'someone told me you said this, did
you say that, I think that was real crummy'... And then you don't know
if you should go say something to their department head because you feel
like, well maybe you're overstepping your bounds. But, I also got a
comment from that teacher yesterday 'I got Charles suspended...I have to
have him next year and I just wanted him to know I'm not going to take 2.121
that...I truly believe 75% of the time teachers set themselves up for
what happens in their classroom, by speaking to a kid that way. And I'm
not saying there are not times when you're frustrated and you need to
let out some of that frustration, and this kid can be frustrating...high 2.122
school kids are getting to the point where they're voicing their own
opinions about things, and you better be pretty careful about what you
say because they're liable to tell you where you put it...and see, I
think that's part of my job too, and I wish we had more time to work on
that, learning how to deal socially with some of the problems. Let's 2.123
face it, kids who are less intelligent have less social skills."

Conversation is interrupted and picks up again, talking about her
conversation with 2 kids, where one kid is assuring another that "what
we say in this room never leaves this room." T felt this was especially
positive since kid (Aaron, one of target students in this class) who 2.124
said this was anti-authoritarian. T comments that she has a special
relationship with this Aaron, "that goes beyond academics, and that's
kind of bad." Aaron felt that T would bail him out of assignments in
Health class, do most of the work for him. T says this has been real
hard for her, as Aaron flunked Health for the third time, he missed 2.125
passing by 12 points. T has tried to encourage Aaron to keep working. T
explains that he lost points because he didn't do lengthy homework
assignments, and doesn't get a lot of help at home, "well, there's no
way, without me literally doing it for him, saying 'here's the answer',
which I don't like to do because he's not really learning anything
except, that book was so difficult to read that I didn't feel too guilty 2.126
about that. So usually what I would try to do was say 'the answer is in
this paragraph', and we'd read it aloud, you can imagine what its like
to do 30 questions like that." But, T did not feel Aaron was doing all
he could. "For example, I gave him some strategies, I want you to look
up every word that is a definition in the back of your book, in the 2.127
glossary, because its straight-forward, very factual..and he can do
that. And then the one's you have to discuss or describe, I'll help you
with when you come. But, he didn't do that. So I really felt that Aaron

wasn't putting out what he could put out." Student wasn't aware of test
date, because he was out of class for ROTC drill, but T explains that
she has told students they need to keep track of these things "because
you already had your worksheet for a day or two, now that should be a 2.128
clue to you right there. But, see the kids, they don't even think. The
last thing on their mind is to worry about what's going to happen
tomorrow, because they're only worried about getting through today.
That's one thing that upsets me, because that was so ingrained in me
while I was growing up...because I was always trying to be prepared for 2.129
what was coming up. I never went to school with an assignment
unprepared. NEVER. They don't think about tomorrow, you know, we're
always working for getting it done for today. We're always a day 2.130
behind." T does note that one student is "a day ahead".

I picks on initial conversation and describes what she saw -
helping kids with regular class assignments, helping kid decide what
career courses he might want to take, working with aide to prepare
instructional materials, helping kid take test, and filling out case 2.131
conference forms. T agrees that this is typically what she does. I asks
if things would look different in September and T doesn't feel there is,
"we don't start with a kid until after the 1st two weeks...then we start
pulling them in. Mainly because...their annual goal is connected with
what their grade-point average will be, or what they'll try to keep it
at. And sometimes, that is just to pass classes, sometimes that is to
get a C or a C+, and after the first progress report, that comes to us, 2.132
after about 3 weeks, we can pull them in and say 'look, this is what you
said you'd try to live up to and this is where you're at. I think you
need to come into the resource room and let's see what we can do to work
together'. So the 1st 2 to 3 weeks are record-keeping...we go through
the kids records and try to learn a little about each, what their
disability is and some of the problems. Then we take and organize that 2.133
information about each kid. I did a little typewritten thing that told
approximate reading level, this kid may have trouble copying from the
board or this kid will probably not be able to take notes, and sent that
to each teacher, and notified them of the kids they have that are in our
program, if they were supposed to be notified. Some elect not to be
identified in some classes, so we don't do it in those. And then try to
meet with the teachers...that's about all you can do in three 2.134
weeks...and then pull them in and said 'this the resource room, this is
where you come, my name is so-and-so', and talk to them a little bit and
then talk to them about their progress report, is there something I can
do. T explains that progress reports go out every 3 weeks. T may send
out school progress reports every 3 weeks, these are mailed home. But 2.135
there is a progress report specific to resource room that goes into more
detail. I asks what happens if teachers don't fill these out and T says
they haven't had any problems. "Like I said, usually the teachers are
very receptive to us and they're relieved to have someone giving them 2.136
help, most of the time." T says that if teacher refused, they would be
within their rights to demand it, "its like doing report cards, its
school policy." Department head would go talk to teacher regarding this,
if need arose.

I asks T if she plans to stay in her job and she says yes, she has 2.137
really enjoyed this year and agrees its rewarding, although she doesn't

think she'll stay in teaching for the rest of her life. "But for right
now, yes, because I do enjoy the little bit of counseling I do and I 2.138
enjoy the high school kids."

Conversation is picked up again as T is discussing a Basic Math
unit on banking and checking "great idea, but the preparation that went
into explaining why have a checkbook, what the responsibilities are of
someone with a checkbook, how you go about opening up a checking
account, all of this was not even taught. What came to me one day was a 2.139
list of instruction which were daily activities of a checkbook...that
was OK, it was well written and easy to understand. But the paper that
came with it, which was a checkbook register along with deposit slips
and checks, was all scrambled up...back to back, on the other sides of
each other...and Kyle's going 'I don't even know where to start'. Well, 2.140
a simple technique of cutting it up and putting it in three piles and
saying now read what it says to do." T goes on to describe how this
might be taught better. "And I know there's 10 other kids in the class
who have this problem." I asks T if she really thinks teacher doesn't
realize this and T says she doesn't know. Adds that she is disappointed 2.141
in basic math class, where everyone does same thing. "There's no small
group instruction. She only has 16 kids. Now, you tell me you can't take
16 kids and do some individualization." T removed 6 of her kids from
this class for 3 weeks to teach them, wrote a contract with the teacher
about what would be taught, how it would be graded, and what 2.142
expectations for performance were. "And that is not my
responsibility...to take 6 kids who are flunking and teach them". T
explains that this problem doesn't exist in Basic English, either
because that teacher has been taught how to teach these kids (by
consultant) or because she has more insight or cares more.

T goes on to describe her annoyance with math teacher who sent
Kyle to her everyday during math. T told math teacher that this wasn't
good for student, that she couldn't help him as much as she'd like, and
"I'd like him to receive instruction from you because that's your
responsiblity, not mine". T notes that Kyle has not been back for help 2.143
in math, and now Kyle is flunking, despite the fact that she asks him
periodically how he's doing. T has explained to Kyle that she's willing
to help him, but wants him to get primary instruction from his math
teacher. In addition, Kyle would come into her room not knowing what
he's supposed to do, one time he responded "I thought you would know". T
adds that this is somewhat a problem of maturity, "he'll learn". T 2.144
explains that she can't leave room to find out what assignment is
everyday, unless its a long-term assignment for which she needs more
information.

T reminds I that all kids were self-contained last year, "so they
were thrown into a high school, number 1, 9th graders, number 2, 3700 2.145
kids, number 3, learning the building, number 4. That's a lot of things
to deal with."

IEP goals are determined by the resource options which the student chooses and the classes he/she takes Students' goals on IEP are tied into GPA, therefore they get called into resource room when their grades fall below the GPA written into the IEP (2.123).

Teacher's instruction within resource room is determined day to day, depending on whatever is most urgent for a student to complete Teacher works on whatever is most urgent in immediate future - what's due tomorrow, what they have the most trouble with, what they can't get help on at home (2.26).

Classes that require langauge arts and math skills pose the most problems for LD students T finds she spends a lot of time on English, because many kids have trouble with reading skills and vocabulary (2.25, 2.27), but I have also seen her spend a lot of time on Basic math.

T tries to teach some generalizable study skills as she helps students complete regular class assignments Teacher also tries to teach kids how to study in the process of doing academics, I saw her help a student with vocabulary cards as a study technqiue for Health class (2.157).

Tutoring sometimes involves a duplication of effort I observed teacher spend half the period helping one student with a math assignment, while another student with the exact same assignment sat in the class and was given help on the assignment later. (2.170).

T may have to do two things simultaneously in RR At least once, she's had to teach a content area course while she was tutoring other students (2.23). T says her schedule gets especially hectic at end of 6-week periods, "a mad-house", when kids need to have test read and kids need help studying for tests (often, at the same time) (2.29, 2.179).

T desires a trusting, honest and personal relationship with students - teacher encourages students to be honest with her, to tell her if they don't want to come to the resource room, to admit they need help, not to "snow" her (2.51, 2.52). In some cases, T finds that not identifying a student to other teachers improves her working relationship with these students (2.8). Teacher is gratified when student shows his trust by telling another student "what we say never leaves this room" (2.129).

Students have learned to be less than honest with teachers to compensate for their failures students may have learned to get through school by being less than honest, compensating for their problems, trying to hide their difficulties, and telling teachers what they want to hear so that they won't flunk (2.51, 2.52).

T's personal relationship with students can sometimes conflict with other goals Teacher does describe how her relationships with students can be a problem, e.g. they expect her to bail them out when they are failing (2.125).

Teacher #2
Analysis of interview data and field notes

There is much ambiguity to T's role When she started the job this year, she often called her supervisor and asked "is this my role?" (2.95). The supervisor and other resource room teachers helped her define her tasks. But there's still a lot of gray areas. For example, what should the teacher do when a student shares information about the inappropriate behavior of a regular classroom teacher? Should she go talk to that teacher (2.119), go to the department head (2.120), help the student deal with it without directly intervening?

T seems to believe that there is such a category as 'truly ld' and that you can tell it apart from other categories. In addition, she seems to prefer to teach 'truly LD kids' T has many slow learners, not LD, not MR, somewhere in between (2.3). Some students have been reclassified as LD that were EMR in elementary school, but T feels that they're still "too concrete" to be truly LD (2.172). Nexy year, she'll have more 'truly' LD students (2.172). She seems to sometimes get frustrated explaining concepts to the EMR-type kids in her class (2.176).

It is difficult to find appropriate programs for 'truly LD' kids as they're bored with the content of lower-level courses but can't read material from higher level courses (2.4, 2.1).

Regular class teachers often misunderstand the needs and characteristics of LD kids one teacher does not recognize that student needs someone to be "patient" with him; rather, teacher reports that student needs to "ask questions more quickly" (2.62). A student who has difficulty copying and attending is accused of being inattentive (2.73). The Health teacher gives oral tests (2.158). Teachers may not let kids use fact sheets in math, and have trouble understanding why students haven't yet learned their math facts (2.39). T finds the attitudes of regular class teachers to be extremely frustrating (2.53).

LD kids often appear to be similar to other low achievers, therefore teachers find it difficult to give them special treatment T notes that its hard for regular class teachers to "give LD kids a break when there are 10 more sitting there who are as bad or worse and they're not getting help" (2.41).

Teacher's schedule is determined by students' schedules Scheduling is a problem for students, especially those who take 3 hour career classes (2.7). Scheduling is also a problem for T, she has to work around student's schedules, and finds that providing appropriate services is limited by schedule conflicts (2.22).

The RR program offers 4 options for delivery of services a) resource study - with the understanding that student will be reassigned if he/she doesn't comply with resource procedures, b) regular study hall, attending resource room on a sign-up basis with the understanding that if grade drops below a specified level, student will be assigned to resource study, c) no study period, with resource help available after school on a sign-up basis, and d) independent resource option - where resource help is available on a sign-up basis and students are NOT identified to teachers in specific subjects (1.145).

T must invest some of her own time learning about the subjects in which she tutors - T often has to brush-up on subjects so that she may help kids. She tries to encourage them not to come in without a day's notice, so that she may prepare, but often kids come in panicing (2.47). Teacher also has to help with career classes, such as the bookwork in Electronics, yet she knows nothing about the content in these courses (2.28). I observed T attempting to help student with alegebra problem, where the student helped as much as the teacher did (2.156). In another instance, T and a student spent about 45 minutes trying to figure out an assignment (2.160).

T's time with each student could be optimized if students would first prepare themselves for the RR period T would like students to "come prepared" for the RR, ke, "gone over work, done as much as possible, and then come in so I can help them with the remaining work". But, T says this is expecting too much, "kids don't even know where to begin" (2.174).

T is able to use her preferred teaching style within the RR T feels that she can teach as she wishes, despite the fact that she is helping with assignments from regular classes (2.113).

Time limitations mean that T cannot always teach in the way she would prefer Although T tries to get kids to process information, she admits that often she gives them the answers (2.114), or a process or formula for getting the work done (2.171). T adds that, although students need concrete, hands-on materials, you can "cut up little strips of paper, but then what do you do when it comes to a mile?" (2.171). Teacher would like to do more individualization within the resource room, but finds this impossible due to scheduling limitations (2.24). Teacher would like to have time to teach social skills, since kids with lower intelligence have less social skills, but there's no time for this (2.123).

T feels that her role in the instructional sequence should be reteaching; initial instruction should come from the classroom teacher T defines teaching as "teach-practice-apply-reteach" and feels her role should be reteaching or bridging the gap between child's disability and what he/she may be required to do in the regular class (2.146). T has told one math teacher to keep kids in math class rather than sending them to resource room for extra help, because the student should receive instruction from the regular class teacher (2.143).

T is very dissatisfied with the teaching methods and techniques used by regular class teachers she finds that teachers often do not teach (2.115), she knows this from the information that students bring to the resource room, as well as her own observations of teachers (2.116).

T feels that modified classes should be able to accomodate LD students (2.60). She notes that all LD freshman were flunking an English course, and asks how this can be the solely the students' fault (2.35). She makes the same observation about math and adds that LD kids aren't only ones having trouble in this class (2.17). She describes her frustration with the Health teacher, who thinks that "if he gives them a study guide, that's all they need" (2.177). Another teacher has all high level classes expect Basic math and "thinks she has gotten the dregs"

(2.178). She is disappointed that more individualization doesn't take place in Basic math class, where there are only 16 students (2.141). She has found that students can often do assignments with modification of teaching methods (e.g. task analysis, explicit directions and structure) (2.81).

Even if teaching methods and/or curriculum is modified in regular classes, assignments must be laid out/presented in an understandable manner if students are to fully benefit Teacher also finds that assignments are not always explained sufficiently (2.139) and that worksheets are not laid out in a reasonable and understandable manner (2.140).

Regular teachers are not adequately trained to make the modifications necessary for special education students teachers have not made modifications because, 9/10 times, they don't know how, they are "content-trained" and not "methods trained" (2.82, 2.33). Teacher finds that her own elementary school training has been a big help in task-analyzing instruction, modifying curriculum, etc (2.2).

Some teachers feel that they shouldn't have to make modifications in their curriculum/teaching methods for LD students teachers sometimes argue, "if the curriculum has to be changed for a student, what is that child doing in my class?" (2.147).

A specialist can work with each department and help teachers modify curriculum, methods, and assignments so that lower achievers can benefit The reading specialist has worked with teachers in the English department and shown them how to use alternative methods (2.83) and how to teach to kids who read on 3rd or 4th grade levels (2.37). Teacher feels that every department needs such a specialist. The math department is making moves in this direction (2.14) and teachers' complaints about Health class have started procedures for the development of a modified Health class (2.158).

Teachers may be reluctant to make modifications that aren't congruent with the curriculum guide, and may fear lawsuits, etc. T notes the difficulties inherent in curricular modifications, due to fears of lawsuits, teachers are afraid of passing a student when he/she hasn't mastered all the material in the curriculum (2.34). She has used contracts in some (at least 2) cases to successfully alleviate these fears (2.148).

Over the year, T's willingness to remove kids from regular classes has changed At the beginning of the year, T encouraged other teachers to send kids to RR during periods when they wouldn't get extra help in regular class (2.30). Teacher had taken kids out of Basic math class to teach them specific skills, although she now says that this shouldn't be her responsibility (2.142). T has recently told one math teacher to keep kids in math class rather than sending them to resource room for extra help, because the student should receive instruction from the regular class teacher (2.143).

Although removing the kids from regular class may mean they get some better instruction, it also removes the burden of responsibility for appropriate instruction from the regular class teacher removing kids from regular classes takes the teacher's responsibility away from her (2.16).

Counseling is a large part of T's role - teacher has learned a lot about counseling from the school's counselor (2.50). Teacher likes the counseling part of her job (2.138). I observed the teacher role-playing situations with her students, ie, how will you tell your father about this test grade tonight (2.155).

T insists that students assume some responsibility for their academic progress This is a reoccuring theme in interviews and conversations with teacher. She feels that she can't "own" kids problems anymore (2.53), if she gets assignments for them, constantly organizes them, reminds them what to do, they never learn to take responsibility for themselves because teacher does it for them (2.54). Her insistence on this goal grew out of her own frustrations in the beginning of the year, the worries that she took home with her and the effects of her efforts on students' sense of responsibility (2.102, 2.103). T believes that too much help is as detrimental as too little, but acknowledges that this is a difficult line to draw (2.19). Teacher describes her decision not to take a kid into the resource room for extra help, even though she knew this would prevent him from flunking (2.21). T had support in this decision, "we decided not to do it, it doesn't help the kid in the long run (2.21). Teacher finds that taking too much responsibility for kids work lets them become non-participants (2.105) and doesn't reflect the reality of regular classes and the workplace (2.106).

The amount of responsibility that teacher gives to each student varies, depending on their ability to accept this responsibility (2.97).

T is willing to take on more responsibility/help a student more if he/she is trying his/her best T is also willing to do more if student does all he/she can, when student doesn't try, teacher isn't as willing to take on extra responsibility (2.127, 2.38).

T insist that students admit they need help with their academic work and that they directly ask for that help The RR program stresses that kids take responsibility for their own learning, "initiating help", telling the regular class teacher, "I need to go to the resource room" (2.51). Teacher's first goal for students in resource room is to get them to admit they need help (2.57). Teacher has let student sit all period without doing anything because he didn't ask for help. She will sometimes indirectly offer to help a student (e.g. she'll ask "how are you doing"), but she requires that they initiate the request for help (2.107, 2.162). This is a department-wide goal, and is written into students' IEPs (2.104, 2.52). Teacher would eventually like for each student to remain in regular study and sign up for help as needed (2.98). Teacher feels that sometimes this is the greatest accomplishment, getting a student to say "I need help" (2.101). T role plays a situation with a student, and directs him to tell his father "I couldn't have done this (A on test) without help" (2.154). Teacher feels that students do come to realize the benefits in asking for help, as they see the payoffs from participation in the program such as passing classes (2.108).

Conflicts can and do develop between T and regular classroom teachers over a student's rights to certain modifications within the regular classroom T thinks that students should receive some guidance during a math test, math teacher interprets this as providing the answers (2.63, 2.61). Extra help may sometimes backfire, as student is reacted to negatively by regular class teacher due to this. In this case, leaving the class for extra help has a high cost, and teacher recommends that the student remain in regular class for the total period (2.75). Student chooses to remain in class rather and get lower grades on tests than he might in the resource room because of this clash between teachers (2.64). If students stand up for their own rights, there is less conflict between RR teacher and regular class teachers (2.66)

T tries to hold students responsible for completing all assignments, even if such completion will not earn them a grade/cerdit T tells regular class teachers in her progress reports to them that she'd like all students to finish all assignments "...even if its late, and he/she receives full credit, little credit, or no credit. Disorganization and incomplete work is often one ofhis/her LD characteristics. I think this might train/condition the student to accept the need and responsibility to complete the work the first time (2.145).

The acquisition of a diploma is a goal equal in weight to that of acquiring a sense of responsibility Teacher also feels that acquisition of diploma is an important goal for her students, because society is oriented in this way (2.109). Yet, teacher also feels that its OK if students fail on the way or take 6 years to get the diploma (2.110).

It is often difficult to motivate high school LD students T finds this frustrating, as many kids are "turned off" and "impossible to motivate", with "no goals, no purpose" and immature (2.54, 2.166).

Vocational classes are a potential motivator for LD students, but are not always timely or possible T feels that classes in the career center help to motivate, but that they are too little too late (2.167). One student in particular was excited about his visit to the Career center, and T hoped to get him into the SAVE program (a program for potential dropouts, but there seems to be little possibility of this ("they have already written him off") (2.164).

Student's primary interest in attending RR is to get help with regular class assignments, and they will resist activities that they perceive are unrelated to this goal Students generally don't care that the teacher is attempting to teach them strategies that will apply across classes. They are concerned with the "here and now" (2.128), completing assignments because "if I don't I'll flunk" (2.87, 2.88).

Students should have significant freedom to determine the outcome of their educational program students choose to flunk classes, and T has decided that she cannto stay awake nights wondering what she should/could have done (2.55). If a student is satisfied with his grade in regular class, teacher is less inclined to intervene (2.67). Teacher recommends that the goal for all kids not be As & Bs, rather teachers should accept grade students will be satisfied with (2.71).

If a student chooses not to comply with procedures for acquiring help in the RR program, then he should not be in the program T has become frustrated with students who do not seem to want or respond to help, and has sent them back to regular study. This procedure is endorsed department-wide, and teacher states that she "cannot force them, if they don't want help, there's nothing I can do". When teacher continues to try and help a resistant student, she is punishing herself (2.99).

T consults on an informal basis Consultation is "catch them as you can" (2.46). Teacher may leave her class with the aide if she needs to go see a regular class teacher (2.44), but she has no formal consultation period due to the difficulties of working her schedule around the kids' (2.43).

T must initiate contacts with regular classroom teachers Teacher has to initiate contacts with regular teachers, as they do not typically do so (2.76).

T feels that some degree of contact/consultation with regular class teachers is essential for the effectiveness of her program Its important for her to know what's going on in the regular class, how things are being taught so that she can better help kids (2.89). Its also important for kids to know that there is communication among their teachers, kids are more honest in the information they provide to the resource room teacher and don't try to play teachers off against one another (2.89).

T contact is mainly limited to sharing information about assignments or students who are having problems Teacher does not contact teachers when the student is coping on his own (2.90). She has the most contact with English, math and science teachers (2.91). She does not feel that working with teachers to modify the curriculum is her role, and anyway she doesn't have time to do this (2.40). If a student is flunking a class, T may step in and say "what can we do about this" (2.38).

T feels that one important goal of teacher contact is to modify the attitudes of regular classroom teachers T feels that she works more with teachers' attitudes than she does suggesting curricular modification (2.42).

T feels that too much time spent on consulting might be detrimental and usurp regular teachers' and students' responsibilities to communicate with each other Although T indicates that she'd like to have more time to consult with teachers (2.55), she would not trade instructional time for more teacher contact time (2.93). Once again, too much contact can take the responsibility off the student and be counterproductive (2.93, 2.96).

T relies on formal progress reports to monitor student progress These go out every 3 weeks (2.88, 2.135). Teacher finds that regular class teachers are very willing to return progress reports, "they're very receptive to us and glad to have someone giving them help" (2.136).

Teacher also tries to meet with regular class teachers during the 1st 3 weeks of school (2.135).

It takes some time for regular class teachers to develop trust in the RR teacher and RR program At beginning of year, T described how some regular class teachers were hesitant to send students to RR for extra help, since they're weren't sure what T would do and didn't know T well yet (2.32). T tries to role-play for teachers what she does in the resource room, both with individual teachers (2.60) and in departmental meetings (2.68).

Some teachers perceive the RR program as a place to send students with behavior problems But, some teachers are also glad to send students to resource room, as they are behavior problems in class (since they don't understand the content).

When students make progress due to participation in the RR program, teachers may attribute the progress to something other than the RR program itself teachers may suspect that teacher gave students the answers (2.56), this actually happened in one instance and teacher felt very insulted (2.59). Or, teachers may take the attitude "I knew he could do it all along, he was just lazy or didn't try" (2.7)

Once a student is formally labeled and placed, regular class teachers may be too lenient on him/her Teachers may also expect too little of the student who receives extra help (2.78).

T provides information about LD students to teachers only if a student chooses to be identified LD kids are not pointed out to teachers in classes where there is little written work (2.6, 2.11). T does share info about kids who request to be identified, including their strengths and weaknesses, their needs for special help, and her willingness to assist (2.10). Students may elect to be watched, ie, they are checked up on only through progress reports.

Regular teachers can see some benefits to RR programming Regular teachers have expressed need for a resource room for "normal" kids, teacher sees this as a positive sign (2.69, 2.70)

LD students, coming from a self-contained class in middle school, have a hard time adjusting to a large high school they have come from self-contained classes at the middle school, and now they must adjust to different classes and teachers, a large and confusing school, "that's a lot to deal with". (2.144, 2.13).

Assessment data is used to make the objective determination of the appropriateness of placement, if that placement is questioned T. assessed students if a teacher has questioned whether kid is correctly placed in classes, since some objective documentation of the accuracy of placement is needed (2.48)

T tries to warn parents about students' progress before a formal progress report is sent home - around progress report time, T tries to prepare parents for how their kids are doing, and she calls home (2.50).

T tries to make contact with all parents during the first 6 weeks of school During the 1st 6 weeks of school, T tries to conference with all parents - by calling home, by letters, in person (2.49). Teacher offers to visit student's home to have a conference with his parents (2.154).

This school's special ed program has an impressive array of forms for information and record-keeping - T has shown me many forms and formalized procedures, including information to parents and records of parent contact (2.145).

Teacher #2
Analysis of interview data and field notes

I.CHARACTERISTICS OF SCHOOL IN GENERAL

A. LARGE SCHOOL SIZE

LD students, coming from a self-contained class in middle school, have a hard time adjusting to a large high school they have come from self-contained classes at the middle school, and now they must adjust to different classes and teachers, a large and confusing school, "that's a lot to deal with". (2.144, 2.13).

II. CHARACTERISTICS OF RR PROGRAM

A. SCHEDULING

1. Teacher's schedule is determined by students' schedules Scheduling is a problem for students, especially those who take 3 hour career classes (2.7). Scheduling is also a problem for T, she has to work around student's schedules, and finds that providing appropriate services is limited by schedule conflicts (2.22).

2. The RR program offers 4 options for delivery of services a) resource study - with the understanding that student will be reassigned if he/she doesn't comply with resource procedures, b) regular study hall, attending resource room on a sign-up basis with the understanding that if grade drops below a specified level, student will be assigned to resource study, c) no study period, with resource help available after school on a sign-up basis, and d) independent resource option - where resource help is available on a sign-up basis and students are NOT identified to teachers in specific subjects (1.145).

B. DETERMINATION OF INSTRUCTION

1. Teacher's instruction within resource room is determined day to day, depending on whatever is most urgent for a student to complete Teacher works on whatever is most urgent in immediate future - what's due tomorrow, what they have the most trouble with, what they can't get help on at home (2.26).

2. Classes that require langauge arts and math skills pose the most problems for LD students T finds she spends a lot of time on English, because many kids have trouble with reading skills and vocabulary (2.25, 2.27), but I have also seen her spend a lot of time on Basic math.

C. CHARACTERISTICS OF INSTRUCTION

1. Tutoring sometimes involves a duplication of effort I observed teacher spend half the period helping one student with a math assignment, while another student with the exact same assignment sat in the class and was given help on the assignment later. (2.170).

2. T may have to do two things simultaneously in RR At least once, she's had to teach a content area course while she was tutoring other

students (2.23). T says her schedule gets especially hectic at end of 6-week periods, "a mad-house", when kids need to have test read and kids need help studying for tests (often, at the same time) (2.29, 2.179).

3. T is able to use her preferred teaching style within the RR T feels that she can teach as she wishes, despite the fact that she is helping with assignments from regular classes (2.113).

4. Time limitations mean that T cannot always teach in the way she would prefer Although T tries to get kids to process information, she admits that often she gives them the answers (2.114), or a process or formula for getting the work done (2.171). T adds that, although students need concrete, hands-on materials, you can "cut up little strips of paper, but then what do you do when it comes to a mile?" (2.171). Teacher would like to do more individualization within the resource room, but finds this impossible due to scheduling limitations (2.24). Teacher would like to have time to teach social skills, since kids with lower intelligence have less social skills, but there's no time for this (2.123).

D. GOALS FOR PROGRAM

1. T tries to teach some generalizable study skills as she helps students complete regular class assignments Teacher also tries to teach kids how to study in the process of doing academics, I saw her help a student with vocabulary cards as a study technqiue for Health class (2.157).

2. T insist that students admit they need help with their academic work and that they directly ask for that help The RR program stresses that kids take responsibility for their own learning, "initiating help", telling the regular class teacher, "I need to go to the resource room" (2.51). Teacher's first goal for students in resource room is to get them to admit they need help (2.57). Teacher has let student sit all period without doing anything because he didn't ask for help. She will sometimes indirectly offer to help a student (e.g. she'll ask "how are you doing"), but she requires that they initiate the request for help (2.107, 2.162). This is a department-wide goal, and is written into students' IEPs (2.104, 2.52). Teacher would eventually like for each student to remain in regular study and sign up for help as needed (2.98). Teacher feels that sometimes this is the greatest accomplishment, getting a student to say "I need help" (2.101). T role plays a situation with a student, and directs him to tell his father "I couldn't have done this (A on test) without help" (2.154). Teacher feels that students do come to realize the benefits in asking for help, as they see the payoffs from participation in the program such as passing classes (2.108).

3. T tries to hold students responsible for completing all assignments, even if such completion will not earn them a grade/cerdit T tells regular class teachers in her progress reports to them that she'd like all students to finish all assignments "...even if its late, and he/she receives full credit, little credit, or no credit. Disorganization and incomplete work is often one ofhis/her LD characteristics. I think this might train/condition the student to

accept the need and responsibility to complete the work the first time (2.145).

4. The acquisition of a diploma is a goal equal in weight to that of acquiring a sense of responsibility Teacher also feels that acquisition of diploma is an important goal for her students, because society is oriented in this way (2.109). Yet, teacher also feels that its OK if students fail on the way or take 6 years to get the diploma (2.110).

E. MULTIPLICITY AND COMPLEXITY OF DEMANDS

1. There is much ambiguity to T's role When she started the job this year, she often called her supervisor and asked "is this my role?" (2.95). The supervisor and other resource room teachers helped her define her tasks. But there's still a lot of gray areas. For example, what should the teacher do when a student shares information about the inappropriate behavior of a regular classroom teacher? Should she go talk to that teacher (2.119), go to the department head (2.120), help the student deal with it without directly intervening?

F. APPROPRIATENESS OF RR PROGRAMMING

1. Vocational classes are a potential motivator for LD students, but are not always timely or possible T feels that classes in the career center help to motivate, but that they are too little too late (2.167). One student in particular was excited about his visit to the Career center, and T hoped to get him into the SAVE program (a program for potential dropouts, but there seems to be little possibility of this ("they have already written him off") (2.164).

2. It is difficult to find appropriate programs for 'truly LD' kids as they're bored with the content of lower-level courses but can't read material from higher level courses (2.4, 2.1).

III. CHARACTERISTICS OF RR STUDENTS

A. COGNITIVE/ACADEMIC

1. T seems to believe that there is such a category as 'truly ld' and that you can tell it apart from other categories. In addition, she seems to prefer to teach 'truly LD kids' T has many slow learners, not LD, not MR, somewhere in between (2.3). Some students have been reclassified as LD that were EMR in elementary school, but T feels that they're still "too concrete" to be truly LD (2.172). Nexy year, she'll have more 'truly' LD students (2.172). She seems to sometimes get frustrated explaining concepts to the EMR-type kids in her class (2.176).

2. LD kids often appear to be similar to other low achievers, therefore teachers find it difficult to give them special treatment T notes that its hard for regular class teachers to "give LD kids a break when there are 10 more sitting there who are as bad or worse and they're not getting help" (2.41).

B. ORGANIZATION

1. T'S time with each student could be optimized if students would first prepare themselves for RR period. T would like students to "come prepared" for the RR, have "gone over work, done as much as possible, and then come in so I can help them with the remaining work". But, T says this is expecting too much, "kids don't even know where to begin" (2.174).

C. HONESTY

1. Students have learned to be less than honest with teachers to compensate for their failures students may have learned to get through school by being less than honest, compensating for their problems, trying to hide their difficulties, and telling teachers what they want to hear so that they won't flunk (2.51, 2.52).

D. MOTIVATION

1. It is often difficult to motivate high school LD students T finds this frustrating, as many kids are "turned off" and "impossible to motivate", with "no goals, no purpose" and immature (2.54, 2.166).

E. GOALS

Student's primary interest in attending RR is to get help with regular class assignments, and they will resist activities that they perceive are unrelated to this goal Students generally don't care that the teacher is attempting to teach them strategies that will apply across classes. They are concerned with the "here and now" (2.128), completing assignments because "if I don't I'll flunk" (2.87, 2.88).

F. SELF-DETERMINATION

1. Students should have significant freedom to determine the outcome of their educational program students choose to flunk classes, and T has decided that she cannto stay awake nights wondering what she should/could have done (2.55). If a student is satisfied with his grade in regular class, teacher is less inclined to intervene (2.67). Teacher recommends that the goal for all kids not be As & Bs, rather teachers should accept grade students will be satisfied with (2.71).

2. If a student chooses not to comply with procedures for acquiring help in the RR program, then he should not be in the probram T has become frustrated with students who do not seem to want or respond to help, and has sent them back to regular study. This procedure is endorsed department-wide and T states taht she "cannot force them, if they don't want help, there's nothing I can do". When T continues to try and help resistant students, she is punishing herself (2.99)

IV. STUDENT VS. TEACHER RESPONSIBILITIES

1. T insists that students assume some responsibility for their academic progress This is a reoccuring theme in interviews and conversations with teacher. She feels that she can't "own" kids problems anymore (2.53), if she gets assignments for them, constantly organizes them, reminds them what to do, they never learn to take responsibility

for themselves because teacher does it for them (2.54). Her insistence on this goal grew out of her own frustrations in the beginning of the year, the worries that she took home with her and the effects of her efforts on students' sense of responsibility (2.102, 2.103). T believes that too much help is as detrimental as too little, but acknowledges that this is a difficult line to draw (2.19). Teacher describes her decision not to take a kid into the resource room for extra help, even though she knew this would prevent him from flunking (2.21). T had support in this decision, "we decided not to do it, it doesn't help the kid in the long run (2.21). Teacher finds that taking too much responsibility for kids work lets them become non-participants (2.105) and doesn't reflect the reality of regular classes and the workplace (2.106).

2. The amount of responsibility that teacher gives to each student varies, depending on their ability to accept this responsibility (2.97).

3. T is willing to take on more responsibility/help a student more if he/she is trying his/her best T is also willing to do more if student does all he/she can, when student doesn't try, teacher isn't as willing to t them out when they are failing (2.125).

V. INTERFACE BETWEEN REGULAR AND SPECIAL EDUCATION

A. T'S ROLE IN INSTRUCTIONAL PROCESS

1. T feels that her role in the instructional sequence should be reteaching; initial instruction should come from the classroom teacher T defines teaching as "teach-practice-apply-reteach" and feels her role should be reteaching or bridging the gap between child's disability and what he/she may be required to do in the regular class (2.146). T has told one math teacher to keep kids in math class rather than sending them to resource room for extra help, because the student should receive instruction from the regular class teacher (2.143).

2. Over the year, T's willingness to remove kids from regular classes has changed At the beginning of the year, T encouraged other teachers to send kids to RR during periods when they wouldn't get extra help in regular class (2.30). Teacher had taken kids out of Basic math class to teach them specific skills, although she now says that this shouldn't be her responsibility (2.142). T has recently told one math teacher to keep kids in math class rather than sendin8). Teacher is gratified when student shows his trust by telling another student "what we say never leaves this room" (2.129).

B. RESPONSIBILITY OF REGULAR CLASS TEACHER

1. Although removing the kids from regular class may mean that they get some better instruction, it also removes the burden of responsibility for appropriate instruction from the regular class teacher

2. T feels that too much time spent on consulting might be detrimental and usurp regular teachers' and students' responsibilities

to communicate with each other Although T indicates that she'd like to have more time to consult with teachers (2.55), she would not trade instructional time for more teacher contact time (2.93). Once again, too much contact can take the responsibility off the student and be counterproductive (2.93, 2.96).

C. METHODS/INSTRUCTION IN THE REGULAR CLASS

1. T is very dissatisfied with the teaching methods and techniques used by regular class teachers she finds that teachers often do not teach (2.115), she knows this from the information that students bring to the resource room, as well as her own observations of teachers (2.116).

T feels that modified classes should be able to accomodate LD students (2.80). She notes that all LD freshman were flunking an English course, and asks how this can be the solely the students' fault (2.35). She makes the same observation about math and adds that LD kids aren't only ones having trouble in this class (2.17). She describes her frustration with the Health teacher, who thinks that "if he gives them a study guide, that's all they need" (2.177). Another teacher has all high level classes expect Basic math and "thinks she has gotten the dregs" (2.178). She is disappointed that more individualization doesn't take place in Basic math class, where there are only 16 students (2.141). She has found that students can often do assignments with modification of teaching methods (e.g. task analysis, explicit directions and structure) (2.81).

2. Even if teaching methods and/or curriculum is modified in regular classes, assignments must be laid out/presented in an understandable manner if students are to fully benefit Teacher also finds that assignments are not always explained sufficiently (2.139) and that worksheets are not laid out in a reasonable and understandable manner (2.140).

D. REGULAR CLASS TEACHERS' PERCEPTIONS OF LD STUDENTS

1. Regular class teachers often misunderstand the needs and characteristics of LD kids one teacher does not recognize that student needs someone to be "patient" with him; rather, teacher reports that student needs to "ask questions more quickly" (2.62). A student who has difficulty copying and attending is accused of being inattentive (2.73). The Health teacher gives oral tests (2.158). Teachers may not let kids use fact sheets in math, and have trouble understanding why students haven't yet learned their math facts (2.39). T finds the attitudes of regular class teachers to be extremely frustrating (2.53).

2. LD kids often appear to be similar to other low achievers, therefore teachers find it difficult to give them special treatment T notes that its hard for regular class teachers to "give LD kids a break when there are 10 more sitting there who are as bad or worse and they're not getting help" (2.41).

3. Once a student is formally labeled and placed, regular class teachers may be too lenient on him/her Teachers may also expect too little of the student who receives extra help. (2.78).

E. LACK OF TRAINING FOR REG CLASS TEACHERS

1. Regular teachers are not adequately trained to make the modifications necessary for special education students teachers have not made modifications because, 9/10 times, they don't know how, they are "content-trained" and not "methods trained" (2.82, 2.33). Teacher finds that her own elementary school training has been a big help in task-analyzing instruction, modifying curriculum, etc (2.2).

2. A specialist can work with each department and help teachers modify curriculum, methods, and assignments so that lower achievers can benefit The reading specialist has worked with teachers in the English department and shown them how to use alternative methods (2.83) and how to teach to kids who read on 3rd or 4th grade levels (2.37). Teacher feels that every department needs such a specialist. The math department is making moves in this direction (2.14) and teachers' complaints about Health class have started procedures for the development of a modified Health class (2.158).

F. COOPERATION

1. Some teachers feel that they shouldn't have to make modifications in their curriculum/teaching methods for LD students. Teachers sometimes argue, "if the curriculum has to be changed fro a student, what is that child doing in my class?" (2.147).

2. Conflicts can and do develop between T and regular classroom teachers over a student's rights to certain modifications within the regular classroom T thinks that students should receive some guidance during a math test, math teachers interprets this as providing the answers (2.61. 2.63). Extra help may sometimes backfire, as student is reacted to negatively by regular class teacher due to receipt of extra help. In this case, leaving the class has a high cost, and the T recommends that the student remain in the regular class and get lower grades on tests than he might if he came to the resource room the take tests (2.64). If students stand up for their own rights, there is less conflict between RR teacher and regular class teacher (2.66).

3. It takes some time for regular class teachers to develop trust in the RR teacher and RR program At beginning of year, T described how some regular class teachers were hesitant to send students to RR for extra help, since they're weren't sure what T would do and didn't know T well yet (2.32). T tries to role-play for teachers what she does in the resource room, both with individual teachers (2.60) and in departmental meetings (2.68).

G. CONSULTATION

1. T consults on an informal basis Consultation is "catch them as you can" (2.46). Teacher may leave her class with the aide if she needs to go see a regular class teacher (2.44), but she has no formal consultation period due to the difficulties of working her schedule around the kids' (2.43).

2. T must initiate contacts with regular classroom teachers Teacher has to initiate contacts with regular teachers, as they do not typically do so (2.76).

3. T feels that some degree of contact/consultation with regular class teachers is essential for the effectiveness of her program Its important for her to know what's going on in the regular class, how things are being taught so that she can better help kids (2.89). Its also important for kids to know that there is communication among their teachers, kids are more honest in the information they provide to the resource room teacher and don't try to play teachers off against one another (2.89).

4. T contact is mainly limited to sharing information about assignments or students who are having problems Teacher does not contact teachers when the student is coping on his own (2.90). She has the most contact with English, math and science teachers (2.91). She does not feel that working with teachers to modify the curriculum is her role, and anyway she doesn't have time to do this (2.40). If a student is flunking a class, T may step in and say "what can we do about this" (2.38).

5. T provides information about LD students to teachers only if a student chooses to be identified LD kids are not pointed out to teachers in classes where there is little written work (2.6, 2.11). T does share info about kids who request to be identified, including their strengths and weaknesses, their needs for special help, and her willingness to assist (2.10). Students may elect to be watched, ie, they are checked up on only through progress reports as long as they maintain a certain grade-point average. (2.9).

6. T feels that one important goal of teacher contact is to modify the attitudes of regular classroom teachers T feels that she works more with teachers' attitudes than she does suggesting curricular modification (2.42).

H. MONITORING OF STUDENT PERFORMANCE

1. T relies on formal progress reports to monitor student progress These go out every 3 weeks (2.88, 2.135). Teacher finds that regular class teachers are very willing to return progress reports, "they're very receptive to us and glad to have someone giving them help" (2.136). Teacher also tries to meet with regular class teachers during the 1st 3 weeks of school (2.135).

I. REGULAR TEACHERS' PERCEPTIONS OF RR

1. Some teachers perceive the RR program as a place to send students with behavior problems But, some teachers are also glad to send students to resource room, as they are behavior problems in class (since they don't understand the content).

2. When students make progress due to participation in the RR program, teachers may attribute the progress to something other than the RR program itself teachers may suspect that teacher gave students the answers (2.56), this actually happened in one instance and teacher felt

very insulted (2.59). Or, teachers may take the attitude "I knew he could do it all along, he was just lazy or didn't try" (2.7)

3. Regular teachers can see some benefits to RR programming Regular teachers have expressed need for a resource room for "normal" kids, teacher sees this as a positive sign (2.69, 2.70)

VI. COUNSELING/AFFECTIVE DEVELOPMENT

1. Counseling is a large part of T's role - teacher has learned a lot about counseling from the school's counselor (2.50). Teacher likes the counseling part of her job (2.138). I observed the teacher role-playing situations with her students, ie, how will you tell your father about this test grade tonight (2.155).

2. T desires a trusting, honest and personal relationship with students - teacher encourages students to be honest with her, to tell her if they don't want to come to the resource room, to admit they need help, not to "snow" her (2.51, 2.52). In some cases, T finds that not identifying a student to other teachers improves her working relationship with these students (2.8). Teacher is gratified when student shows his trust by telling another student "what we say never leaves this room" (2.129).

3. T's personal relationship with students can sometimes conflict with other goals Teacher does describe how her relationships with students can be a problem, e.g. they expect her to bail them out when they are failing (2.125).

VII. IEPS/CASE CONFERENCES

1. IEP goals are determined by the resource options which the student chooses and the classes he/she takes Students' goals on IEP are tied into GPA, therefore they get called into resource room when their grades fall below the GPA written into the IEP (2.123).

VIII. PREPARATION

1. T must invest some of her own time learning about the subjects in which she tutors - T often has to brush-up on subjects so that she may help kids. She tries to encourage them not to come in without a day's notice, so that she may prepare, but often kids come in panicing (2.47). Teacher also has to help with career classes, such as the bookwork in Electronics, yet she knows nothing about the content in these courses (2.28). I observed T attempting to help student with alegebra problem, where the student helped as much as the teacher did (2.156). In another instance, T and a student spent about 45 minutes trying to figure out an assignment (2.160).

IX. ASSESSMENT

1. Assessment data is used to make the objective determination of the appropriateness of placement, if that placement is questioned T. assessed students if a teacher has questioned whether kid is correctly placed in classes, since some objective documentation of the accuracy of placement is needed (2.48)

X. PARENTAL INVOLVEMENT

1. T tries to warn parents about students' progress before a formal progress report is sent home - around progress report time, T tries to prepare parents for how their kids are doing, and she calls home (2.50).

2. T tries to make contact with all parents during the first 6 weeks of school During the 1st 6 weeks of school, T tries to conference with all parents - by calling home, by letters, in person (2.49). Teacher offers to visit student's home to have a conference with his parents (2.154).

XI. RECORD-KEEPING

1. This school's special ed program has an impressive array of forms for information and record-keeping - T has shown me many forms and formalized procedures, including information to parents and records of parent contact (2.145).

XII. STANDARDS FOR EVALUATION OF STUDENT PERFORMANCE

1. Teachers may be reluctant to make modifications that aren't congruent with the curriculum guide, and may fear lawsuits, etc. T notes the difficulties inherent in curricular modifications, due to fears of lawsuits, techers are afraid of passing a student when he/she hasn't mastered all the material in the curriculm guide (2.34). She has used contracts in some (at least 2) cases to successfully alleviate these fears (2.148).

XIII. TEACHER'S FEELINGS ABOUT HER JOB

1. Teacher likes her job, she likes the kids and likes teaching at the high school level, and, although she doesn't plan to teach forever, she plans to be here for awhile.

LEVEL 3 ANALYSIS

Categories derived from Analysis of Interview Data

I. CHARACTERISTICS OF THE SCHOOL

- A. Size
- B. General attitudes/goals
- C. Nature of classes
- D. Alternative programming
- E. Other features of school program

II. CHARACTERISTICS OF RESOURCE ROOM PROGRAM

- A. Composition of resource room classes
- B. Caseloads
- C. Scheduling students into resource room program
- D. Determination of instruction within resource room program
- E. Goals of resouce room program from teacher's perspective
- F. Integration of program within the school
- G. Appropriateness/effectiveness of resource room programming
- H. Continuity among levels of programming
- I. Multiplicity and complexity of demands

III. CHARACTERISTICS OF RESOURCE ROOM STUDENTS

- A. Diagnosed handicaps
- B. Academic/cognitive skills
- C. Affective/personality
- D. Motivation
- E. Organizational skills
- F. Self-awareness
- G. Students' goals for resource room programming

IV. CHARACTERISTICS OF RESOURCE ROOM TEACHER

- A. Training/experience
- B. Personal philosophies/experiences
- C. Personal traits/attributes

V. TEACHER VS STUDENT RESPONSIBILITY

- A. Teacher responsibility for resource room student's educational program
- B. Student's responsibility for his/her educational program
- C. Conditions under which teacher assumes more responsibility for student's program

VI. INTERFACE BETWEEN REGULAR AND SPECIAL EDUCATION

- A. Special educator's role
- B. Regular educator's role
- C. Regular class teachers' perceptions of resource room students
- D. Regular class teachers' perceptions of resource room programming
- E. Determination of student's instructional program/schedule

  - F. Teacher contact/consultation
  - G. Cooperation of regular class teachers
  - H. Modification of classroom materials/assignments/expectations

VII. COUNSELING/AFFECTIVE DEVELOPMENT

VIII. ASSESSMENT

  - A. Prereferral
  - B. Referral
  - C. Annual reviews
  - D. Instructional purposes

IX. CASE CONFERENCES/IEPs

  - A. Attendance at case conferences
  - B. Role in development of IEPs
  - C. Nature of IEPs

X. PAPERWORK/RECORDKEEPING

XI. PREPARATION OF INSTRUCTIONAL MATERIALS

XII. PARENTAL CONTACT

  - A. Amount of parental contact
  - B. Nature of parental contact
  - C. Parental goals for their son/daughter
  - D. Parental involvement in educational program

XIII. STANDARDS FOR THE EVALUATION OF STUDENT PERFORMANCE

  - A. In the resource room
  - B. In regular education classes
  - C. Criteria for awarding diplomas
  - D. Social promotion

XIV. ADMINISTRATIVE SUPPORT

  - A. Nature of administrative support
  - B. Extent of administrative support
  - C. Perceived importance of administrative support

XV. TEACHER'S PERCEPTIONS/FEELINGS ABOUT HIS/HER JOB

  - A. Self-evaluation and perceived effectiveness
  - B. Desired changes
  - C. Job satisfaction

APPENDIX C

Sample Teacher Observations
and
Category Descriptions

Teacher Observational Data
Teacher #13

4/8/83

10:09 - T is talking with a parent in the hallway...I can only catch parts of the conversation.

10:10 - T is saying "if that happens, we'll sit down and talk with him...he only needs 3 credits to graduate"

10:11 - T talks with me about last period's science test and her frustrations with the science teacher

10:12 - T tells Bn what he's to do with his assignment as soon as Chris comes back from the library

10:13 - T tells Bn where to find something in the dictionary

10:14 - T asks aide how M did on the "Reader of the Raiders" (which is what he did last period)

10:15 - T is out of the room (left with a stack of papers), A helps Bc with his work

10:16 - T has returned, discusses who Jack Dempsey is with MC, sits down with M

10:17 - T asks M to read with her, he reads and she listens, aide continues to help Bc

10:18 - T tells M "good, good - that is great!", in reference to his reading

10:19 - M continues to read words, T listens and responds "good" from time to time

10:20 - same as above

10:21 - same as above

10:23 - T tells M "that's a hard one", helps him read it

10:24 - T discusses a student who doesn't want to talk Korean, "I'm an American", describes how they feel about being oriental/american

10:25 - S enters, descibes his experience with water in his home, T listens to his story.

10:26 - same as above

10:27 - same as above

10:28 - T asks M "what is it about when, where, and what that drive you up a tree?"(words he encounters in oral reading)

10:29 - T shows M similariaites between here, there, three.

10:30 - Aide asks T for key to get into closet, she's leaving for the day. Aide and T have a short discussion.

10:31 - T asks J if he's doing OK, tells him to speak up if he needs some help.

10:32 - Tn comes up to T and asks for some help, he calls her "mother", they joke about this.

10:33 - T tells M that "that page is really bad" (his work), "See what you can do with the rest...check that out". He goes back to his seat.

10:34 - T tells M to rest for a minute (he's making many errors in his oral reading). T tells him he can't read like that for a long time, he starts reading backward if he does.

10:35 - T asks M if he ever got to IU optometry clinic for an eye exam.

10:36 - Bc tells T he has 8 more to do. T asks M if he would go to optometry clinic with her to check out his eyes, tells him he has a perceptual problem and they have special equipment to check this out.

10:37 - T suggests that she and M work together over the summer on his reading, since he has made so much progress during the school year.

10:38 - T and students discuss a roller-skating marathon which students took part in.

10:39 - same as above

10:40 - T tells Ss about upcoming activities.

10:41 - Announcements on loud speaker, students and T listen

Sample of Field Notes
T#2
3/8/84

Teacher is preparing forms for annual case reviews this period. R goes to observe in the career center, M works on his language arts and TS works on a packet of worksheets. T checks with M and TS only once during this period. She later tells me that one of her goals for TS, as well as for most other students, is to have him ask for help. He never did, and she never checked with him again.

T did spend some time this period talking with Tn. He is returning to regular study hall this period, as of today. T has tried to work through a variety of programs with him, including the alternative english program, yet she reports that his attitude toward the resource room has not changed. "He doesn't want to be here." T later tells me that she spent 1 hour reviewing resource room goals with Tn last week, including the goal that he ask for help.

T asks Tn if he has brought in a note, with his mother's signature, regarding resource room change. He says "no." T prepares a note for him to take home and gives it to him. She then sends him down to the counselor and he returns, sullen and quiet, seemingly angry. T probes him about what the probelm is; basically he tells her to "mind your own business." T lets this drop and sends him to study hall. (T seems disappointed, frustrated; I know this is a student with whom she has spent much time and energy.)

R returns form career center and T talks with him about what he saw. T probes him about specific classes. He asks to see more things and T probes him about specific classes. He's not sure of the names for some classes. T gives him a short 'lecture' about deadlines--that he needs to figure out what he wants to do and to get his schedule into the counselor.

T talks to me when R leaves. She tells me that this is the most R has talked all year. She tells me about his recent behavior (he set someone's hair on fire, was suspended, and lost all his credits last semester). T tells me that she's requested that R be included in the SAVE program, which provides early entry into career center classes for potential drop outs, but she knows that her request will be denied. She tells me she can understand--they want to give this chance to students who have more potential that R, and they have "written R off as a loser". I ask if T really believes SAVE could help R, and she responds that "all the options haven't been tried yet." She goes on to tell me that the most frustrating part of her job is motivating kids. Ninth and 10th graders have no purpose, no goal, and they're immature--there's not much that T can do for kids when they're unmotivated. T feels that vocational classes are motivational, but they often come too late (typically, not until junior year).

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BEST COPY AVAILABLE

Description of Teacher Behaviors

0. Instruction: regular class assignment - Providing assistance or instruction to a student to help him/her learn information from a regular class assignment and/or to help him/her complete an assignment from the regular class.

1. Instruction: resource room assignment - T conducts a lesson in the resource room that he/she has planned. T provides assistance or instruction to a student to help him/her learn information from or complete an assignment given in the resource room.

In classifications 0 and 1 above, instructional activities include providing directions about how to complete an assignment; providing explanations and demonstrations; asking questions; probing students for more information; correcting students' work; providing a student with feedback on his/her performance on an assignment; lecturing; presenting a film, audiotape/record, or computer-based instructional lesson; watching a student as he/she works; and listening to a student's explanation/question/discussion of an assignment. The two classifications are distinguished by the origination of the lesson/assignment (regular class or resource room).

Examples of instruction include the following:

Teacher (T) tells TS (target student) his answer is incomplete, asks him if he knows what "function" is, he responds correctly

T asks TS what he will do to complete this assignment.

T listens to TS read the next question from the text.

T tells TS to write all three ways that the eye is protected.

T tells TS that she'll help him write things out a in list, so he can study at home tonight.

T is giving examples of segregation to the class and says that segregation was widespread when she was in school.

T tells TS that he got 100% on his spelling test.

T is correcting TS math worksheet as TS watches.

T is erasing something she has written for TS.

T asks TS to rephrase what he has just read.

T provides an explanation of 'aqueous humor'.

T reads book as TS follows along, reading silently.

T listens as TS tells her what he has to do during this period.

2. Instruction - studying for test from regular class Teacher helps a student to study for a test that will be given in his/her regular class. This includes providing student with examples/explanations of material to be covered on a test, orally quizzing the student about material to be covered on a test, or giving the student a practice test.

Examples

T asks TS what the four causes of the Civil War were.

T tells TS that fractions will be covered on this math test, and asks him if he remembers how to reduce fractions to their lowest terms.

T dictates words to TS, for a practice spelling test.

3. Administers test from regular class. T assists a student as he takes a test from his/her regular class. This includes reading test questions, providing explanations of test questions, explaining test directions, writing responses to test questions as dictated by the student, and checking a student's work on a regular class test.

Examples

T reads TS the 2nd test question.

T explains what the teacher wants him to write for the 4th question.

T looks over TS's math test, and asks him if he wants to check his work before returning to math class.

T defines a word for TS so that he can answer the first question.

T asks TS if he needs to have his test read, or if he wants to work on it alone.

TS dictates an answer to a SS test question, and T writes it down.

4. Preparation - Any activity that is a precursor to instruction; activities that the teacher must engage in before he/she can instruct the student.

Examples

T gives TS his paper.

T gets a pen from her desk for W.

T pulls her chair over to TS's desk to help him with math.

T sets up tape recorder for T in the back of the room.

T is preparing a study guide for TS. He waits, looks away.

T is reading TS's algebra assignment so that she can help him.

T gets a dictionary from shelf to look up a science word for TS.

T is gathering together class materials at her desk before beginning lesson.

T reads a page of TS's History text so she'll (T) know the answer to #6.

T directs aide to just work with TS on math and not to use the flashcards.

T is looking at Health book to help A.

T is looking through math book for a definition of behavior modification.

T pulls chair over to help L with business assignment.

T and S are looking over worksheet directions.

T is copying a sheet of problems for S.

T is getting work out of J's box so he'll have something to do.

5. Procedural/Scheduling - Routine classroom or administrative tasks such as writing passes, reminding students of classroom rules or procedures, rearranging classroom furniture, telling students where to sit in the classroom, taking attendance, listening to/giving daily announcements, discussing a student's schedule, reminding a student what time he/she has to attend a class/function, arranging a student's schedule.

Examples

announcements on loudspeaker.

T writes pass for S to go to the bookstore and buy some notebook paper.

T directs S, "you'll have to go to class now".

T takes attendance.

T tells TS that he must stay after school to make up his test.

T tells students that they must sit in assigned seats.

T informs the students of next year's class schedule.

T asks TS whether he can come in for extra help during 5th period.

6. Counseling/affective development - Structured lessons/activities and informal activities/discussions related to the following: interpersonal or social skills, affective and personality development, personal problems, career development, feelings/emotions, personal experiences, decision-making, general behavior and attitudes in class, at school or at home.

Examples

T asks TS "how does that make you feel?"

T asks the class if they remember what was covered in yesterday's lesson on self-concept.

T asks V for an example of 'positive self-concept'.

T tells TS "I'm concerned about your mother doing things for you".

T goes up and puts hand on his Tim's desk, looks directly at him , "talk to me...do you not want to do this? Is that what you're trying to tell me?"

T tells TS that when he gives his talk, she'll come in and hear it (to give him moral support).

T tells D that he is a terrible speller and will always need to keep a dictionary by his left hand.

T explains the results of TS's psychological evaluation to him.

T discusses the Commercial Arts class with R and asks him if he thinks he has the skills to enter that program.

T asks TS where he'll live after his parents get their divorce.

7. Behavioral management/feedback - A comment, direction, or command by the teacher to student/students that is related to a specific behavior of that student in the present context.

Examples

T asks V if she took "space cadet" pills this morning.

T tells V to sit still.

T tells class to be quiet so that she can concentrate.

T tells R that he didn't try hard enough on this test.

T tells S that she behaved well during the assembly.

T asks W why he was called to the office this morning.

8. Regular class monitoring - Discussion or other interaction with a student regarding his performance, assignments or behavior in the regular classroom or expectations for that behavior/performance. This classification does not include instruction related to the substance of a regular class assignment or test.

Examples

T tells S to ask teacher for her notes "did you go up and ask her if you could copy them down?"

T describes some alternatives S could use to get notes, such as staying for 1st part of 2nd period when his math teacher does class again.

S tells T about a test he had.

T comments to S that teacher said he's doing real well.

T asks him when his assignment is due.

S says he's not going to pass any classes this semester.

T tells Tm he has a D in General Business, "He says your grade average is D, what don't you have handed in?

T asks other S if he's had a test on this and when is it due?

TS asks T if she knows what he's going to get in Science this term.

T suggests activites that TS might do for extra-credit in SS.

T asks TS to show her his report card.

9. Teacher contact - Interaction with administrators, regular classroom teachers, or other school personnel that is related to a student's academic performance or behavior in the regular classroom or in the school in general, or interaction with another teacher related to assignments/expectations in the regular classroom.

Examples

T and English teacher are discussing B's grades.

T talks with principal about V's suspension.

T asks math teacher when the math test will be given.

SS teacher tells T that G hasn't handed in the 3rd project.

T talks with librarian and English teacher about books that a student might use in his assignment.

Science teacher tells T that students must collect 50 leaves for their Science project.

T discusses the possibility of PVE for Ray with the PVE coordinator,

10. Contact with parents - Any interaction with parents of a resource room student. This includes face-to-face contact, conversations over the telephone, or written correspondence.

Examples

T talks with parent on phone.

T tells R's mother that he needs $20 for the trip.

A's mother tells T that he will be out of school on Friday.

T asks mother if she can attend the case conference.

B hands T a note and says "here, my mother doesn't want me to be in the resource room anymore".

T writes a note to H's mother about his behavior in gym class today.

11. Assessment - Administering standardized tests for the purpose of obtaining diagnostic/perscriptive data on a student or assessing a student for case conference or annual case reviews. This classification does not include the administration of test for instructional purposes

(e.g. end of chapter test, weekly spelling test, math test from regular class).

Examples

T administers PIAT to a new referral.
T watches M complete math problems from the WRAT for his annual evaluation.
T reads a spelling word from the WRAT as students write the answer.
T is scoring J's responses to the Brigance.
T is recording TS's score on the reading subtest of the WRAT.

12. Record-keeping - Writing, recording, or storing information related to a student's behavior, academic performance or school activitites.

Examples

T looks over annual case review forms.
T records information from student's PIAT on the annual case review form.
T records information about her conference with parent.
T records student's grades.
T makes a record of her consultation sessions.
T reads a student's psychological report.

13. Extracurricular - Activities related to an organized extracurricular activity in which the teacher is involved (ie coaches, directs, assists with in any manner).

Examples

T talks about today's line-up for the track meet (T is the track coach)
T asks students about decorations for the school prom (she is class advisor).
T collects money for the fund drive she is coordinating
T talks with newspaper reporter about her team's performance last night.

14. Miscellaneous - Activities that do not fit into other categories such as a general discussions and conversations about events and remarks/comments/discussions that are unrelated to an instructional activity or a student's assignment or performance. Miscellaneous activities are distinguished from counseling/affective development activities by their lack of purpose, that is, the teacher seems to have no explicit purpose in mind during miscellaneous activities. For example, a general discussion about last night's basketball game might be classified as miscellaneous, unless the teacher intended to discuss how students feel about taking part in school activities (in this case, it would be classified as counseling/affective development). Or, if the teacher comments about one of her activities, this might be classified as miscellaneous, unless the teacher was using her personal experience to illustrate a point in her lesson (in this case, it would be classified as an instructional activity).

Examples

Another teacher asks T where the phone book is.
Teachers discuss the surprise shower for another teacher.
T tells S what she plans to do over vacation.
S tells T about fogging and spraying of insects on family camping trip.
T tells students that she hurt her ankle in a karate class.
S show T the scrape he received in a fight with another student.
T reads the newspaper.

15. Talks to observer - Any interaction with or reference to the observer, on the part of a student or teacher. This classification includes comments that the teacher makes to the observer and comments or questions that students ask the teacher about the observer.

Examples

T asks observer about next week's observation.
Students asks T why the observer is taking so many notes.
T tells J that the observer is really an undercover agent.
T explains parent conference to observer.

16. Can't tell - it is impossible to determine the nature of the teacher's activity or there is no information provided about the teacher's activity at the sampling interval

Examples

T is in the back room with C, can't see what they're doing
T is talking to some students out in the hall, can't hear the conversation
T leaves the room
T is on the phone; can't understand content of conversation.
T is reading something that a student has given her, can't tell what she's reading.
T whispers something to TS, can't hear what he says.